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ABSTRACT

This curriculum guide outlines courses in English as a Second Language (ESL) offered by the Broward County (Florida) adult education program. An introductory section outlines the general student needs on which the curricula are based, program policies for placement and promotion, instructional delivery, and student progression, and the correspondence between Florida state curriculum requirements and those of Broward County. The second section discusses various aspects of methodology for the courses, including classroom coping skills, adult learner characteristics, learning styles, multiple intelligences, multicultural/multilingual issues, language proficiency levels, language learning processes, classroom strategies, and teaching resources. Section three addresses adult ESL curriculum design at five proficiency levels (preparatory, beginning, intermediate, advanced, and pre-GED). The fourth section outlines the programs special interest courses: native language literacy (Haitian Creole and Spanish); citizenship; accent reduction; conversation; English for special purposes (health care and hotel employment, health and nutrition); computer-assisted language learning; and young adult programs (out-of-school youth, transition to college, college entrance exam preparation, English language exam preparation, and vocational ESL). Substantial supplementary material is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

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ADULT ESOL COURSES

PREPARATORY
BEGINNING (A and B)
INTERMEDIATE (A and B)
ADVANCED/Pre-GED

SPECIAL INTEREST COURSES

GENERAL

Native Language Literacy
(Creole/Spanish)
Citizenship
Accent Reduction
Conversation
Special Purposes
(Health/Hotels)
(Health and Nutrition
Vocabulary/Communication)
Computer Assisted Instruction (CAI)

YOUNG ADULTS

Out of School Youth
Transition to College
College Entrance Test
Preparation
Test of English as a Foreign
Language (TOEFL)
Vocational ESOL

Revised 1994-95

FL 901125

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Learning Styles Inventory
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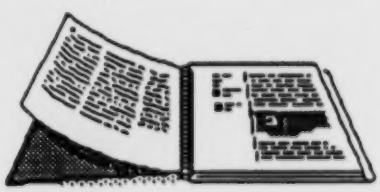
PREFACE



PREFACE

The revised Broward County Adult ESOL Curriculum Guide is a product of intense cooperation and work by many people. The original guide, adopted in December 1990, was skill-based and correlated to the Adult Basic Education state framework. In 1991 the Department of Education gave a separate course code number to ESOL and adopted the frameworks as proposed by a State Writing Team lead by Palm Beach County.

Since the adoption of the Guide, the Broward Adult ESOL Curriculum Council has consistently monitored its implementation and assessed its effectiveness. During the 1993-94 school year, there was general agreement that the process of documenting student progress should be simplified and that the curriculum design should be topical or content-based. This is in line with the integrated language approach promoted by current research on language instruction, and with the State Frameworks. Palm Beach County received funding from the state of Florida through the Adult Education Act, PL100-297 to lead a project to develop a statewide curriculum package. A Broward Council member represented the district in that effort.

This document resulted from the careful integration of elements from the Broward Adult ESOL Curriculum Guide and the State of Florida Department of Education Adult ESOL Curriculum Development Project, as well as input from many teachers, the Adult ESOL Curriculum Council, and the work of the Pompano Multi-Purpose Education Center ESOL Writing Team.

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Broward Community College Writing Team
Department of Education State of Florida
Palm Beach County Department of Adult, Vocational and Community Education
Pompano Multi-Purpose Education Center ESOL Writing Team

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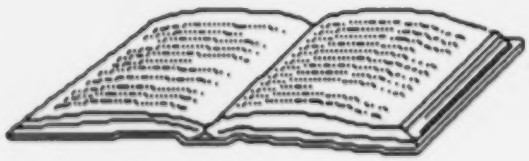
SECTION ONE

INTRODUCTION



INTRODUCTION

PROGRAM DESCRIPTION

The English For Speakers of Other Languages (ESOL) program is a language arts program which is competency-based and provides instructional opportunities for adult Limited English Proficient (LEP), or Potentially English Proficient (PEP) students to acquire skills in listening, speaking, reading and writing the English language and acculturation to the society of the United States. The program is state supported, open-entry/open-exit and provides instruction on the following basic levels: Preparatory (Preliterate), Beginning, Intermediate and Advanced. The curriculum is organized in a spiral and layered manner throughout the instructional levels and integrates skills acquisition with identified content areas.

In addition to the Adult ESOL offering, the program includes other courses or components that have been designed in response to identified special needs or interests: Out-of-School-Youth, Native Language Literacy, Transition to College, College Entrance and Test of English as a Foreign Language (TOEFL) Preparation, Citizenship, Accent Reduction, Conversation, ESOL for Special Purposes, Computer Assisted Instruction, and Vocational ESOL.

PHILOSOPHY AND GOALS

The philosophy of the ESOL program is to facilitate the development and achievement of the individual and adult student's educational goals within a relaxed, flexible and supportive atmosphere. In response to the diverse needs of the multicultural, multilingual, multi-aged and multi-level student population, the program endeavors to provide opportunities, encouragement and experiences in success, as well as appropriate guidance and counseling. The program further strives to promote enhanced multicultural awareness and sensitivity, civic and social responsibility, effective communication, transition through the academic levels and referrals to other programs.

The goals of the ESOL programs are consistent with guidelines set forth by the Florida Department of Education and the School Board of Broward County. In addition, they specifically include the following: students will demonstrate the ability to communicate competently in English at various levels of formality in the appropriate situations; perform in the skill areas of listening, speaking, reading and writing, with equal value placed on each; function effectively in American culture, enhance positive feelings, self-worth and identification with meaningful societal groups; and take advantage of further training, academic and job opportunities in the community.

The Florida Department of Education Curriculum Frameworks are included in the Appendix.

STUDENT NEEDS

I. Linguistic Needs

A. Sequenced and systematic exposure to structural elements of the target language.

Objective: To efficiently accrue command of the target language framework.

B. Information concerning points of native language interference concerning pronunciation, vocabulary and grammar.

Objective: To avoid erroneous assumptions about the target language as may be generated by common alphabets, semantic differences, such as false cognates, and different syntax rules.

C. Awareness of the communicative function as well as the structural form of the language.

Objective: To develop and enhance communicative competence.

II. **Pedagogical Needs**

A. Highly relevant content, materials and learning activities.

Objective: To increase attention and level of participation.

B. Learning and problem-solving strategies.

Objective: To develop and apply self-help skills in the analysis and solution of problems in language learning and coping in everyday life.

C. Sufficient practice in all skill areas within meaningful and integrated learning situations.

Objective: To acquire, reinforce and expand knowledge and communicative ability.

D. Maximum interactive communication with other students.

Objective: To take advantage of the motivation inherent in the desire to communicate and work cooperatively with others to participate in learning situations.

E. Positive expectations from self, family and school.

Objective: To increase motivation and the potential for success, and promote academic achievement.

III. **Social Needs**

A. Recognition of the values of the family and native culture as important.

Objective: To enhance self-respect and self-confidence.

B. Multicultural Education.

Objective: *To objectively examine native, and target languages, and cultures of others in order to develop greater awareness, sensitivity and cross cultural communication skills.*

C. Positive role identification and group membership in both the native and target cultures.

Objective: *To value and achieve bilingual and bicultural competency and status.*

D. Career planning information and counseling.

Objective: *To develop short and long term goals.*

E. Improved socioeconomic status.

Objective: *To increase capability to access higher levels of social and economic status in the target culture through the acquisition and demonstration of communicative competence in the target language.*

POLICIES

Students will be registered at the site they choose to attend and provided with assistance as needed. The following are general guidelines for servicing the ESOL students at each site.

1. For the purpose of placement, students will be tested and interviewed orally by the site's designated and specially trained person(s): program chairperson, guidance counselor, teacher, or registrar.

2. Appropriate registration forms, including a student's profile sheet, will be taken by registering person. <u>All pertinent information, including native language and country of origin, must be entered with corresponding code in the district's data base</u>.

3. On the basis of the oral interview and placement test results, students will be classified as one of the following: Preparatory, Beginning, Intermediate or

Advanced, and assigned accordingly. The Test of Adult Basic Education (TABE) is presently required by Florida's Department of Education.

The inability of PEP students to take the test must be documented. In conjunction with other criteria, these students should be placed in a preparatory or beginning level.

This guide recommends the Mainstream English Language Training (MELT) Student Performance Levels (SPS) (enclosed in appendix) as a universal descriptor of the four levels.

LEVEL	TABE	MELT
Preparatory	0-1.0	0-II
Beginning	1.0-3.9	0-III
Intermediate	4.0-6.9	IV-VI
Advanced	7.0-8.9	VII-IX

This guide internally subdivides the levels as:

Beginning A
Beginning B
Intermediate A
Intermediate B

4. Upon the student's entry into the classroom, the teacher will receive the appropriate copy of the student's registration form and profile sheet.

5. The teacher will observe the student and evaluate his/her performance on the level pre-test in order to ensure that the student is appropriately placed. If reassignment is indicated, it should be effected as soon as possible.

6. The teacher will initiate and maintain individual folders which will include the student's Intake and Transition Form, learning styles inventory, samples of student work, including skills tests as they are completed, and the corresponding level checklist (forms are included in the appendix). The folder will follow the student through the different levels. Transition to higher levels of competency and referrals to other programs are an integral part of the student's progression plan (see flow chart on page 13) and should be noted on the Intake and Transition Form.

Recommended Student Folder Content

Registration Form
Intake and Transition Form
Learning Styles Inventory
Competencies Checklist
Samples of student work skill tests
Level Tests

7. Students will work at their own pace within each level. In a competency based curriculum, mastery is demonstrated by completing each task. An objective instrument may be administered upon completion of the level. Criterion-referenced testing instruments which correspond to recommended curriculum materials are appropriate for use as part of the promotion criteria.

8. In order to foster mainstreaming and enrichment, students are encouraged to enroll in other courses offered at the school site.

9. Guest speakers, field trips, and cultural activities are encouraged, as means of providing information, acculturation and multicultural awareness.

10. Teacher participation in ESOL inservice workshops, conferences and conventions, and membership in professional organizations are highly recommended. ESOL endorsement is required. (see appendix for specifics).

Teachers' attendance at regularly scheduled county-wide meetings is encouraged in order to promote the continuity and consistency of curriculum delivery throughout the district, peer support and networking, continuing professional growth, and update on current materials and methodologies.

PLACEMENT AND PROMOTION

I. Definition of Level

"Level" is an arbitrary distinction and will be used to label the student's demonstrated ability to acquire and perform various educational skills at specific points within the course of the program. Each level is defined as the sum of its goals and objectives as specified in the curriculum outline.

II. Placement

The placement of a student into one of the levels will be determined by an evaluation of the student's proficiency as based on the following guidelines:

A. Pre-existing records in the Guidance Office

B. Interview with Guidance Counselor

C. Score on the placement instrument

D. Ability to complete a teacher-made placement test

Note: *An appropriate standardized placement test is one which:*

a) is free from cultural bias,

b) is specifically designed for adult learners of English as an additional language,

c) does not require the implementation of a limited program whose validity is dependent upon follow-up use of intrinsic teaching-learning materials and post-test instruments, and

d) remains compatible as a basis of comparison when subsequent instruction is delivered through an eclectic approach.

E. Interview with the ESOL program chairperson/coordinator

F. Evaluation by the classroom teacher

III. Promotion

Once a student has been placed in a class and entered on the roster, he/she remains there for the nine-week term.

Every nine weeks, the teacher will evaluate the student's progress to determine his/her advancement to the next level based upon the individual's class participation, performance and successful completion of the goals and objectives as required within the level. The competency checklist is used to document student demonstration of achievement, skills, and mastery of the level objectives.

Experience indicates that students may complete each level with regular attendance in one semester (18 weeks, 6 hours per day), or 540 hours of instruction. However, due to the fact that students are to work at their own pace, no time limit is imposed with regard to the student's completion of a level's components.

INSTRUCTIONAL DELIVERY

In order to accommodate the diversity of needs and learning styles of students within a multi-cultural, multi-aged population, the ESOL program will combine a variety of instructional methods, techniques and approaches in its delivery of content within a communicative framework. Wherever possible, there is to be no separation between grammar and meaningful situational contexts.

The use of primary language support is encouraged, since it reduces stress in adult learners and suggests appreciation and respect for the students' backgrounds.

Individualized instruction, pairing students, small groups, learning centers, computer assisted instruction, language laboratory work, and mainstreaming are highly recommended strategies for Adult ESOL learners. The competency based curriculum incorporates techniques such as language experience, dialogue journals, role play, total physical response, realia, field trips, games, and activities. Multisensory and kinesthetic materials facilitate this process.

Delivery of instruction will focus on and facilitate the development of the students ability to:

Delivery of instruction will focus on and facilitate the development of the students ability to:

1. Use the English language in its various registers and keys in the appropriate situations (communicative competence),

2. Understand and apply the basic rules of usage and agreement in English syntax,

3. Function in the culture of the United States,

4. Acquire and expand skills in listening, reading, speaking, writing, and thinking with equal emphasis placed on each, as they are integrated throughout the curriculum,

5. Cultivate interest in lifelong learning and self-improvement,

6. Select options for further training, vocational, and/or academic opportunities or job search.

ESOL STUDENT TRANSITION PLAN

The recommended guidelines for student placement and transition are:

1. Administer an oral interview to determine the Mainstream English Language Training (MELT) level; obtain a writing and reading sample upon student intake to determine placement level.

2. Administer the Test of Adult Basic Education (TABE) or other standard state-approved instrument to determine general literacy grade level.

3. Place students in the appropriate level of instruction based upon their intake assessment, including test scores:

LEVEL	TABE	MELT
Preparatory	0-1.0	0-II
Beginning	1.0-3.9	0-III
Intermediate	4.0-6.9	IV-VI
Advanced	7.0-8.9	VII-IX

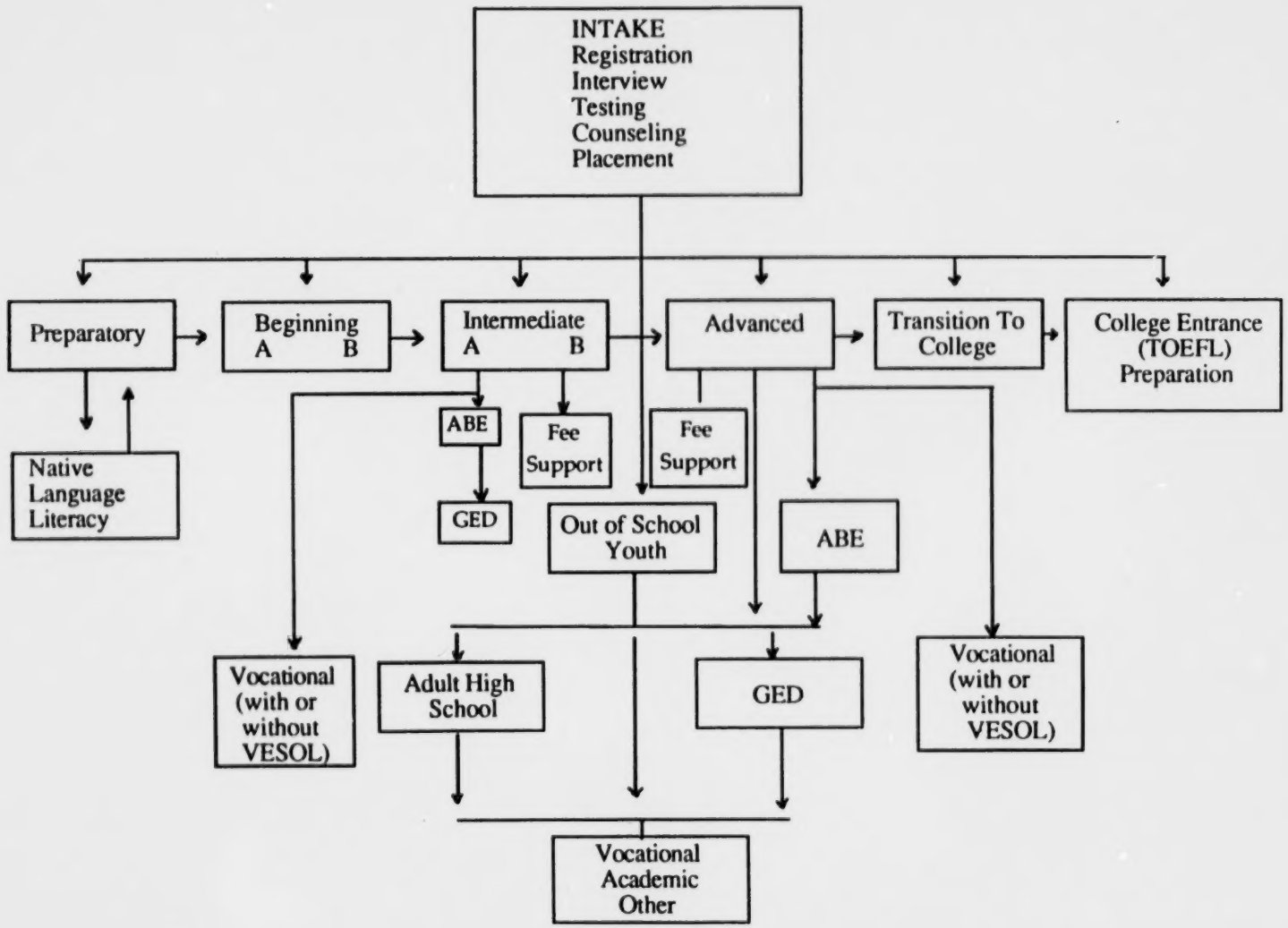
4. Assess student learning styles, needs and ability. Individualize instruction to address them within the context of their academic goals.

5. Maintain records of students progress including:

   Level Checklists
   Level Tests (pre and post)
   Samples of Work

6. Record student transition on the ESOL INTAKE AND TRANSITION FORM (included in the appendix), and regularly update in database.

FLOW CHART



Components or Separate Courses:

- Conversation
- Accent Reduction
- Special Purposes (including Workforce)
- Citizenship
- Family Literacy
- Computer Assisted Instruction

CURRICULUM DESIGN

A. The correlation between the Florida Department of Education (FDOE) Curriculum Frameworks and Broward County (BC) program is as follows:

1. **FDOE Curriculum Framework 1:**
   Demonstrate basic literacy skills through the use of primary language support (PLS) and/or ESOL

   BC:
   Native Language Literacy
   ESOL Preparatory Level

2. **FDOE Curriculum Framework 2:**
   Demonstrate ESOL survival/coping skills necessary to function in daily life

   BC:
   ESOL Beginning (A and B)
   ESOL Intermediate (A and B)

3. **FDOE Curriculum Framework 3:**
   Demonstrate the use of ESOL Pre-GED skills

   BC:
   ESOL Advanced/Pre-GED
   Transition to College
   Test Taking Skills (TOEFL) Preparation

4. **FDOE Curriculum Framework 4:**
   Demonstrate ESOL communication skills needed to function and/or advance at work

   BC:
   ESOL Preliterate through Advanced Context Strand: Employability and Careers (EC)
   Special Purposes - (Workforce Education)

5. **FDOE Curriculum Framework 5:**
   Understand the English language content and skills for vocational education training

BC:

Vocational English for Speakers of Other Languages (VESOL)

6. **FDOE Curriculum Framework 6:**

Understand the basic concepts of U.S. history and government as they apply to U.S. citizenship

BC:

ESOL Preparatory through Advanced Context Strand: Government and Community (GC)
Citizenship

B. The first three basic levels of the ESOL program (Preparatory to Intermediate) are designed around two groups of strands: skill strands and context strands.

Skill Strands:

1.0 Listening
2.0 Reading
3.0 Speaking
4.0 Writing
5.0 Critical Thinking

Context Strands:

1. Interpersonal Communication (IC)
2. Safety and Security (SS)
3. Health and Nutrition (HN)
4. Time and Money (TM)
5. Household and Shopping (HS)
6. Transportation and Travel (TT)
7. Government and Community (GC)
8. The Environment and the World (EW)
9. Employability and Careers (EC)
10. Family and Parenting (FP)

The Advanced level stresses the four language skills (listening, reading, speaking and writing) and provides the option to implement the state pre-GED curriculum.

C. Course descriptions and guidelines of the other suggested components or separate courses are included:

General

Native Language Literacy
(Creole/Spanish)
Citizenship
Accent Reduction
Conversation
Special Purposes
(Health/Hotels)
(Health and Nutrition-
Vocabulary/Communication)
Computer Assisted Instruction (CAI)

Young Adults

Out of School Youth
Transition to College
College Entrance Test Preparation
Test of English as a Foreign Language (TOEFL)
Vocational ESOL

SECTION TWO

METHODOLOGY

TEACHING ESOL SURVIVAL/COPING SKILLS

Adapted from The Adult ESOL Curriculum Development Project, Chapter V,
Developed by Edwina Hoffman, Revised by Sheila D. Acevedo.

Profile of the Adult Learner

Unlike kindergarten teachers who often have some sense of what their students know, the adult educator is often faced with a room full of learners representing a broad range of ages, goals, and skills. The range in English language abilities may be somewhat controlled by "leveling" the students, i.e. Beginning, Intermediate, Advanced. However, adult learners will enter these levels with differing academic educational backgrounds and skills in listening, speaking, reading, writing and math. Consequently, the adult ESOL teacher is faced with building survival/life coping skills in a number of areas, not just English language proficiency.

Although the adult learner can be more focused on language learning and may present fewer disciplinary problems, the adult can be subject to absenteeism and sudden program departures due to the everyday demands of work and family. Personal problems can interfere with the adult learner's commitment to an ESOL program. On the other hand, adult students usually enter a program of study with determination to learn. Adult ESOL learners are committed to learning English. Many attend classes in spite of transportation problems, awkward work schedules, and family obligations.

A teacher can motivate students by offering relevant, high interest materials and lessons that challenge students to make every effort to attend ESOL classes. Many adults come to class before or after work shifts. Lively classes motivate students to become active participants in the learning process.

Adults and Second Language Acquisition

Both teacher and student need to set realist language learning goals. There is ample evidence that after puberty, people have a great deal of difficulty in achieving native-like pronunciation in a second language. After adolescence, certain language abilities do not appear to develop fully in the adult second language learner.

Since all learners in adult ESOL are post-puberty and since much of what is taught in introductory ESOL relates to pronunciation and spoken forms, both student and

teacher need to have realistic expectations in terms of English pronunciation. Several hundred muscles must be controlled to articulate human speech, so a realistic goal for both teacher and learner may be accepting intelligible approximations of English speech rather than native-like pronunciation.

Teaching the Adult Learner

In the competency-based adult ESOL class, the teacher is a facilitator of learning. The student assumes greater responsibility for the learning task. This practice is consistent with *andragogy,* the adult education philosophy of adult learner participation in the direction of his/her learning. In the andragogical approach, teacher and students share decision making on classroom management and curriculum. A simple needs assessment contributes to the opportunity to provide input. This can be as basic as a chalkboard list of what students feel they need to learn.

Paulo Freire has suggested that adult learners be empowered through the classroom to take active leadership roles in the directions of their lives. He suggests a problem posing curriculum rather than a banking one to stimulate personal growth in learners. In banking curriculum, a teacher "deposits" information into students who dutifully attempt to absorb it. In problem posing curriculum, adult learners participate in determining the direction and boundaries of their learning. The teacher formulates questions to encourage students to think critically about their social situation. "The problem posing method draws out students' shared experiences of society" (Wallerstein, pp. 196-197).

If some ESOL teachers find that their students feel most comfortable with structured classroom management, they may need to give these adult learners time to experience the value of open discussions and shared decision making. They can help make the transition easier through cooperative learning activities or the enjoyment of music and games in the classroom. Incorporate these activities gradually--beginning with 10 or 15 minutes during a class session. Later the time can be increased and other activities added. Ultimately this type of activity will enable students to take more responsibility for their learning and make changes that they will act upon in their personal lives.

Through games, music, or drama, teachers can create a non-threatening, enjoyable learning environment and alleviate some of the anxieties commonly experienced by adult learners. Such a non-threatening atmosphere lowers the inhibitions and

discourages learners from taking a more active role in the direction of their learning and lives!

Reference: *Wallerstein, J. "The Teaching Approach of Paulo Freire." Methods That Work, Oller, J.W., Jr. and Richard-Amato, P.A. (Eds). New York: Newbury House, 1983.*

ADULT STUDENT CHARACTERISTICS

Instructional processes used with adults should be different from those used with children. Adult learning characteristics should be considered along with learning conditions. Some of those characteristics are:

* a desire for involvement in educational planning
* voluntary participation
* rich life experiences that reinforce learning
* responsibilities that compete for energy and time
* a preference for immediate application of learning
* rejection of "busy work"
* a possible need for assistive devices to aid declining senses
* a need for a comfortable environment

Adapted from IAEP Individual Adult Education Plan, developed by: Adult Basic Education, Gallaudet University, College Hall Room 215, 800 Florida Avenue NE, Washington, DC 20002, 202/651-5044

Two Models of Learning
Implications for Instruction

	Teaching Children	Teaching Adults
Self-Concept	Content, activities & evaluation depends on instructor	Accustomed to making decisions Learner determines needs, is an active learner
Accumulated Experience	Little or none	Wide range of experience Learner input encouraged
Readiness to Learn	Predetermined curriculum Information in fixed order	Learner has need to be met or problem to be solved
Time Perspective	Learning for later use	Apply immediately

Adapted from Malcolm Knowles, The Modern Practice of Adult Education. From Pedagogy to Androgogy. Englewood Cliffs, NJ: Cambridge Adult Education, Prentice Hall Regents, 1980

LEARNING STYLES

	Clues	Learning Tips
VISUAL	>Needs to see it to know it	>Use of graphics to reinforce learning-(films, slides, illustrations, diagrams, doodles)
	>Strong sense of color	>Color coding to organize notes and possessions
	>May have artistic ability	
	>Difficulty with spoken directions	>Written directions
	>Overreaction to sounds	>Use of flow charts & diagrams for notetaking
	>Trouble following lectures	>Visualizing spelling of words or facts to be memorized
AUDITORY	>Prefers to get information by listening needs to hear it to know it	>Use of tapes for reading and for class and lecture notes
	>Difficulty following written directions	>Learning by interviewing or by participating in discussions
	>Difficulty in reading	
	>Problems with writing	>Having test questions or directions read aloud or put on tape
	>Inability to read body language or facial expressions	
HAPTIC	>Prefers hands on learning	>Experiential learning (making models, doing, models, doing lab work, role playing
	>Can assemble parts without reading directions	>Frequent breaks in study periods
	>Difficulty sitting still	>Tracing letters and words to learn spelling and remember facts
	>Learns better when physical activity is involved	>Use of computer to reinforce learning through sense of touch
	>May be very well coordinated and have athletic ability	>Expressing abilities through dance, drama or gymnastics.

Reference:

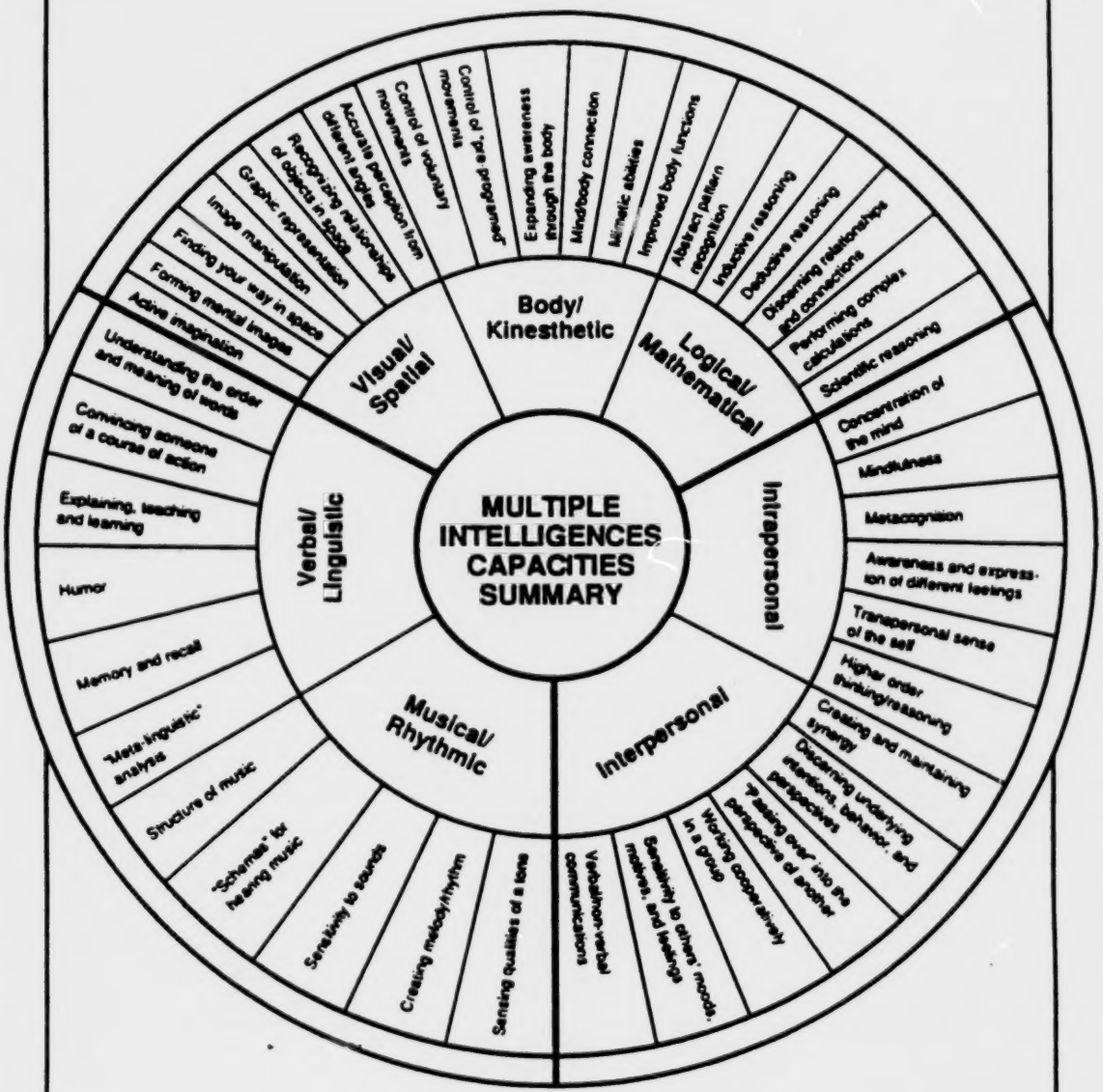
Scheiber & Talbers Unlocking Potential: College And Other Choices For Learning Disabled People. *Bethesda MD: Adler & Adler, 1987.*

FOREIGN LANGUAGES AND ESOL METHODOLOGIES
A HISTORICAL OVERVIEW
(Chronological Order)

Methods/Approaches	Main Proponents	Approx Time	Characteristics
Grammar Translation	Johann Seidenstucker Karl Plotz H. S. Ollendorf Johann Meidinger	1800's	Traditional Rules of grammar (first) Example/Practice exercises Vocabulary lists Memorization Discrete points
Direct Method	C. Marcel T. Prendergast F. Gouin	1870s	Observed child language learning Use target language Everyday vocabulary Oral skills Grammar taught inductively
Oral Approach and Situational Language Teaching	Harold Palmer A. S. Hornby	1930s	Oral before written Use target language Vocabulary selection Sequential grammar
Audiolingual	Based on B. F. Skinner U.S. Government Nelson Brooks R. Lado	1950s	Behavioral Mechanical habits Oral/Aural first Repetition Grammar drills
Communicative Language Teaching (CLT)	Based on Noam Chomsky Christopher Candlin Henry Widdowson	1960s	Notions/Functions Meaning Dialog Effective communication Fluency Interaction

Methods/Approaches	Main Proponents	Approx Time	Characteristics
Total Physical Response (TPR) (Comprehension Approach)	James Asher	1970s	Like a child Comprehensible abilities first Lower stress Grammar taught inductively Physical actions following oral commands
The Silent Way	Caleb Gattegno	1970s	Counseling Problem solving Cuisenaire rods/color coded charts No repetition Learner becomes independent
Suggestopedia	Georgi Lozanov	Late 1970s	Music/Rhythm Semi-lethargic state Memorization of vocabulary pairs
Community Language Learning (CLL)	Charles A. Curran La Forge	Late 1970s 1980s	Circle of learners Agreement on topic Record/Playback messages
Natural Approach (Whole language)	Tracy Terrell Stephen Krashen	1977 1983 to present	Language acquisition Language input learning Monitor Affective filter Use TPR/Picture files Interactive activities

Multiple Intelligences Summary Wheel



David Lazear, Seven Ways of Knowing: Teaching for Multiple Intelligences. Palatine, IL: Skylight Publishing, 1991.

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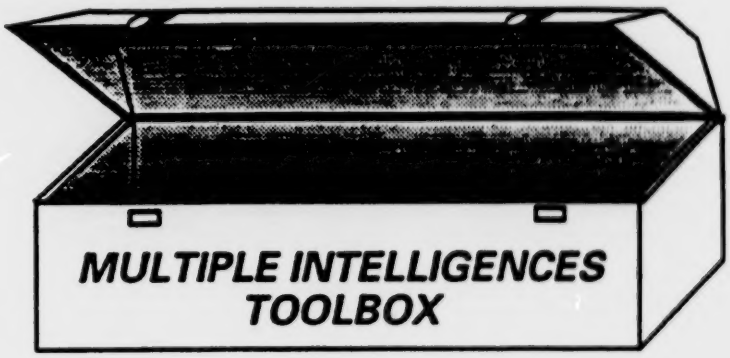
VERBAL/LINGUISTIC
- Reading
- Vocabulary
- Formal Speech
- Journal/Diary Keeping
- Creative Writing
- Poetry
- Verbal Debate
- Impromptu Speaking
- Humor/Jokes
- Storytelling

LOGICAL/MATHEMATICAL
- Abstract Symbols/Formulas
- Outlining
- Graphic Organizers
- Number Sequences
- Calculation
- Deciphering Codes
- Forcing Relationships
- Syllogisms
- Problem Solving
- Pattern Games

VISUAL/SPATIAL
- Guided Imagery
- Active Imagination
- Color Schemes
- Patterns/Designs
- Painting
- Drawing
- Mind-Mapping
- Pretending
- Sculpture
- Pictures

BODY/KINESTHETIC
- Folk/Creative Dance
- Role Playing
- Physical Gestures
- Drama
- Martial Arts
- Body Language
- Physical Exercise
- Mime
- Inventing
- Sports Games



MUSICAL/RHYTHMIC
- Rhythmic Patterns
- Vocal Sounds/Tones
- Music Composition/Creation
- Percussion Vibrations
- Humming
- Environmental Sounds
- Instrumental Sounds
- Singing
- Tonal Patterns
- Music Performance

INTERPERSONAL
- Giving Feedback
- Intuiting Others' Feelings
- Cooperative Learning Strategies
- Person-to-Person Communication
- Empathy Practices
- Division of Labor
- Collaboration Skills
- Receiving Feedback
- Sensing Others' Motives
- Group Projects

INTRAPERSONAL
- Silent Reflection Methods
- Metacognition Techniques
- Thinking Strategies
- Emotional Processing
- "Know Thyself" Procedures
- Mindfulness Practices
- Focusing/Concentration Skills
- Higher-Order Reasoning
- Complex Guided Imagery
- "Centering" Practices

David Lazear, Seven Ways of Knowing: Teaching for Multiple Intelligences. Palatine, IL: skylight Publishing, 1991.

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Multicultural and Multilingual Issues
Broward County Vocational, Adult and Community Education

OVERVIEW

Adapted from "Multicultural and Multilingual Issues: Broward County Adult and Community Education" by Maria H. Koonce. Gulf TESOL Journal, Vol. IX, 1993.

The adult population of Broward County is one of the most diverse communities in the world. Adult students come from approximately 130 countries and speak approximately 75 languages. Practically every country of the world is represented in the schools. The largest population from a single country is Haitian; the most widely spoken language is Spanish. However, Spanish speakers represent more than twenty different countries, including the United States, and are culturally and linguistically unique. Approximately 26,000 Adult English for Speakers of Other Languages (ESOL) students studied in Broward County during the 1992-93 school year. Foreign born students, however, attend all types of vocational academic Adult and Community education programs in Broward County.

There are three main issues that must be considered when working with this student population:

1. culture
2. individual diversity
3. appropriate methodology for ESOL classes.

CULTURE

Cultural perspectives have traditionally been ignored until recently. The new focus on culture, however, has shown how great an impact cultural patterns have on the individuals. Everyone who works with multi-nationals must make an effort to become culturally sensitive, to hold judgments, to try to see actions from different perspectives, and to respect and appreciate different behaviors and customs. It is important to understand that culture is more than food, music, dress, language, arts, and so on. That is the "surface culture," which is evident and easy to explore. "Deep culture" is the basis of our actions: our beliefs, mores, and values. When educators ignore this aspect of their students, they are ignoring or denying a very essential part of who they are.

Julia A. Spinthourakis summarizes the cultural consideration in the ESOL classes. She contends that to "attempt to teach students a new language without first understanding their culture and seeing where your own is at counterpoint to it can lead to missed or misunderstood message" (Guglielmino, 7). Since one cannot become an expert in all cultures that might be represented in the classroom, the main objective should be sensitivity and awareness.

One example of a cross cultural perspective is the term "America." From an ethnocentric viewpoint, in this country the term evokes the connotation of the one nation: United States of America. For people of other countries in the continent, it refers to their own identity as citizens of any one of the individual countries that are part of the Americas. Thus, a person from Uruguay, Brazil, Haiti, or Canada considers him or herself American, just like a French, Italian or German person considers him or herself European. When U.S. citizens refer to themselves as Americans, they seem to exclude all others. This may appear arrogant and create antagonistic feelings.

A good source of specific instances of cultural diversity is the student population. The National Clearinghouse for Bilingual Education developed a very comprehensive guide to elicit students' input about their cultures. "Questions to Ask About Culture" lists twenty general areas for discussion. These will serve to enhance the awareness of all students and their teacher in a common effort to discover the commonalties and differences among cultural groups represented in the class. If the student body is mostly homogeneous, it would be appropriate for the ESOL teacher to acquaint him or herself with the general history, geography, and politics as well as the socioeconomic, artistic and cultural patterns of the group.

A CULTURAL CALENDAR was developed in the 1991-92 school year and placed in all Adult Centers and Community Schools in Broward County. It is an excellent reference for cultural activities through the year.

INDIVIDUAL DIVERSITY

Potentially English Proficient (PEP) adult students are probably the most diverse entity in the school system. The diversity applies to age, socio-economic level, educational background, personal, family, and professional status and needs, learning styles, as well as national origin, native language, and level of language ability.

> One adult ESL (English as a Second Language) student may speak little English or none at all. Another may speak English very well but have limited abilities in reading and writing. Some ESL students are well-educated professionals in their countries; others are illiterate in their native language as well as in English. Some are interested in vocational training that involves specialized vocabulary; while the goal of others is to be able to read labels in a grocery store, find out where to catch the bus, or talk with their children's teachers (Guglielmino, 1-2).

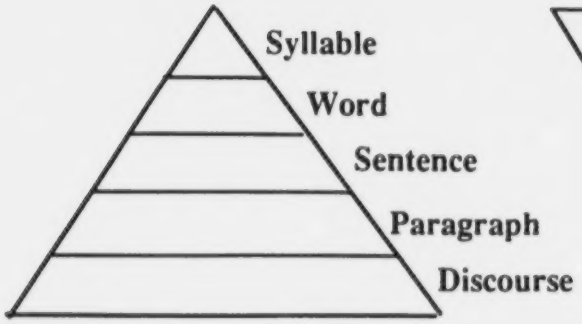
It is extremely important to assess individual needs and to design instruction that is appropriate, meaningful and immediately relevant to the student. Assessment should be both formal and informal. The formal assessment includes state or district mandated instruments and any commercially or locally made tests that are adopted by the school. Informal assessments many times are much more revealing. They include interviews, class discussions, and any information elicited through instruction that is student centered. Assessment should not be limited to test scores along. It is equally important that the tests used be valid and reliable measures of what they, in fact, purport to measure.

APPROPRIATE METHODOLOGY

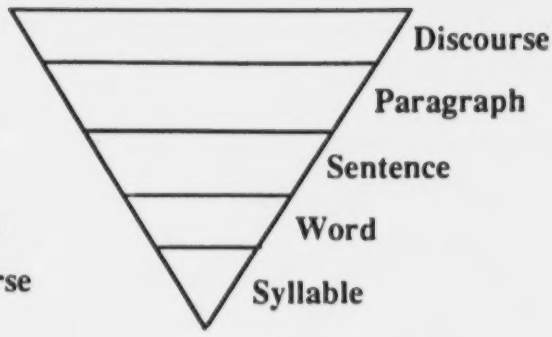
Broward County offers a variety of courses designed to meet the diverse needs: Citizenship, Accent Reduction, College Entrance Test Preparation, Test of English as a Foreign Language (TOEFL) Preparation, Transition to College, Workforce Education, Vocational ESOL (VESOL), and four levels of ESOL (Preparatory or Preliterate, Beginning, Intermediate and Advanced). Because the majority of PEP students in ESOL classes need survival communications skills, the recommended methodology for these students is the Whole Language Approach.

Whole Language Approach

Traditionally, foreign languages were taught by dissecting them into discrete points and learning about language rather than the language itself. The Whole Language Approach reverses the pyramid.



Grammar based approach



Whole language approach

The Whole Language Approach is closely tied to the Natural Approach, outlined by Tracy Terrell and Stephen Krashen in 1983. "Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach" (Richards and Rodgers, 129).

The five theoretical levels of the approach are: the acquisition/learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. Acquisition is the natural way in which children acquire language, as opposed to formal teaching that precedes learning. Learned language acts as a monitor to correct ourselves and, therefore, impedes fluent communication. Developmental errors occur naturally and will correct themselves; error correction is counterproductive. Input should be slightly beyond the current level of competency: L + 1. The affective filter must be lowered for better acquisition: motivation, self confidence, and low anxiety.

This methodology, delivered as a spiral curriculum, beginning with the simplest form of expression and moving with the student's language ability to the most sophisticated functions of language, appears to be the most appropriate for most adult PEP students of English in Broward County. Language is communication and, using this approach, students learn much needed content while developing the skills of speaking, reading, listening, writing, and thinking. The focus of lesson content should be to develop the skills within the content of the students' most immediate needs: employability, parenting, citizenship, consumerism, and so on.

Practical techniques for whole language instruction include:

Total Physical Response (TPR)
use of realia
picture file
visuals
modeling
L + 1 (add one new item to previously mastered language)
choral repetition
short dialogues
paired practice
cooperative learning
games/songs
language experience
technological support (videos, computer programs, CD-ROM)

In order to be effective, each of these techniques must be directly related to the functional context of the lesson. Teachers must be extremely sensitive to their students' perceptions of the relevance, purpose and value of the activities.

Recommended resources, in addition to textbooks designed for adult learners using a communicative approach, are realia (real life objects and authentic print materials) and technology as a medium of support and reinforcement. It is important to capitalize on the students' own interests and needs. Personal photos, or real job applications or forms provide real-world meaning and relevance. Teachers are cautioned to stay away from meaningless "ditto" sheets with completion of grammatical structures and similar isolated drill and practice exercises.

One of the difficulties within either the whole language or natural approach is the assessment of academic gains in an objective, reliable, and valid manner. Tests used to measure growth in linguistic competence should be "integrative" and "pragmatic" as opposed to criterion-referenced tests of "discrete points." Richard-Amato defines pragmatic tests as

> *any procedure or task that causes the learner to process sequences of elements in a language, and which requires the learner to relate sequences of linguistic elements via pragmatic mappings to extra linguistic context* (Richard-Amato, 373).

In the State of Florida, ESOL students must be periodically administered the Test of Adult Basic Education (TABE), which determines a grade level in the English language. The program is state funded for any students functioning below 8.9. In addition to this requirement, teachers assess the instructional progress in a variety of ways including:

teacher observation of competency demonstration
criterion-referenced tests
intake and progress interviews
self-evaluations
review panels (includes student, peer(s), and teacher(s)
affective rating scales
portfolio development and evaluation

Broward County's Vocational, Adult and Community Education Department provides regular staff development opportunities and support to teachers at schools, centers and off-campus sites throughout the district. All teachers must obtain the Adult ESOL endorsement. Ongoing participation in professional activities and organizations promotes the effective implementation of the program along the lines described above.

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LEVELS OF LANGUAGE PROFICIENCY

Course Level: Preparatory Beginning A

Pre-Production Stage

Δ minimal comprehension
Δ no verbal production

listen	draw
point	select
move	choose
mime	act/act out
match	circle

Course Level: Preparatory Beginning B

Early Production Stage

Δ limited comprehension
Δ one/two word response

name	list
label	categorize
group	tell/say
respond	answer
(with one/two words)	

Course Level: Intermediate A & B

Speech Emergence Stage

Δ increased comprehension
Δ simple sentences
Δ some errors in speech

recall	summarize
retell	describe
define	role play
explain	restate
compare	contrast

Course Level: Advanced

Intermediate Fluency Stage

Δ very good comprehension
Δ more complex sentences
Δ complex errors in speech

analyze	evaluate
create	justify
defend	support
debate	examine
complete	describe
	detail

THE PROCESS OF LEARNING ANOTHER LANGUAGE

Adapted from The Adult ESOL Curriculum Development Project, Chapter V, developed by Edwina Hoffman, revised by Sheila D. Acevedo

As mentioned earlier, in mastering pronunciation, adult learners appear to be affected by age. Although mature learners bring to the language learning task a great deal of understanding of how language works, they seem to go through some of the same stages children do in acquiring both a first and a second language.

Second language learners are perceived as passing through the following production stages:

1. a silent period
2. one word or two word expressions
3. chunks or phrases
4. sentences and extended discourse

The silent period is that time when a learner of a new language is reluctant to speak and will understand more than what is indicated by their silence. In the silent period, a student puzzles out his/her stream of language attempting to determine meaning from facial and body gestures, voice intensity, and oral production. The silent period may last from six weeks to three months or longer, depending on the student. The sensitive teacher is aware of this and will not force a student to speak but will ask for gestural responses to indicate understanding. Total Physical Response (TPR), or James Asher's use of command forms, helps to build student confidence for mastering the English language. TPR requires the student to process messages, and then produce the appropriate action or oral response. Pantomime, mimicry and mime are all consistent activities for the silent period. Learners mime jobs, mimic emotions, or pantomime problems encountered in their daily lives.

The key in this confidence building stage is to provide the student with non-threatening, success-oriented activities to perform. As the student sees over and over that s/he understands and can follow simple commands or directions, his/her confidence level rises and s/he feels increasingly capable of speaking English. Teachers should give plenty of encouragement and positive feedback, but should not force students to speak during their silent period. Many students have left ESOL classes, never to return, because a teacher, unaware of their silent period, forced them to speak prematurely.

When tentative oral production comes, it may only be a word or two. Thus, yes/no and either/or questions are appropriate during this time. Research shows that Basic Interpersonal Communication Skills (Cummin's BICS or the casual forms of language) take from one and a half to two years to master. Do not be disappointed by the length of time it takes second language learners to speak intelligibly. Have patience and be supportive of ALL efforts. Your students will sense this and appreciate you more for it.

Inter-Language Development

H. Douglas Brown suggests the following stages of inter-language development:

1. random errors
2. emergent stage
3. systematic stage
4. stabilization

During the random error stage, Brown notes that the learner is not really aware of the structure of the target language. Inconsistencies will occur such as, "Paul shoulds go, too."

In the emergent stage, the learners develop more solid production and a consistency in their output. Brown observes that some "backsliding" to old errors can occur in this stage.

During the systematic stage the student has a grasp of the order of the target language and approximates more accurately the true rules of the target language.

In the final stage, stabilization, the student conveys meaning systematically and with fluency. Unfortunately, there is some risk that during the stabilization stage when the student has achieved a certain linguistic competency, that certain errors will fossilize in the students' production. When an error "fossilizes" it becomes part of a learner's everyday speech. Some fossilized errors often seem beyond correction unless a learner works hard to change the habit.

With this in mind, in the early stages, teachers are encouraged to "model" correct pronunciation and grammar, but refrain from systematically correcting EVERY mispronounced word or incorrect sentence. The prime objective is communication. If the message was understood, model back the correct form and continue the

communication. Correction will be more appropriate and effective in the later states of language acquisition.

Competency-Based ESOL Curriculum Overview

Adults attending ESOL classes have very immediate goals and specific needs for learning English. Learning English often means access to better employment or to community acceptance. Certainly they have experienced the frustration of miscommunication. Consequently, adult Preparatory or ESOL Literacy through Advanced classes offered by the School District of Broward County organize English instruction around competencies related to basic life skills topics which spiral through the different levels of the program.

As students master competencies as demonstrated by oral and written work and promotion tests, they may advance through the levels of curriculum competencies and into the Advanced classes. Alternatively, as students advance in English survival skills, they may also elect to move into vocational technical programs, continuing English language studies through a Vocational English for Speakers of Other Languages (VESOL) class. Other options include conversation courses, writing courses, preparation for college, or English for special purposes. The Vocational, Adult and Community Education Department in the district level will assist schools to design specific curriculum for any identified unique needs of this student population not included in this guide.

Competencies in the following areas provide learners with relevant information that they can master for immediate use:

1.0 INTERPERSONAL COMMUNICATION
2.0 SAFETY AND SECURITY
3.0 HEALTH AND NUTRITION
4.0 TIME AND MONEY
5.0 HOUSEHOLD AND SHOPPING
6.0 TRANSPORTATION AND TRAVEL
7.0 GOVERNMENT AND COMMUNITY
8.0 THE ENVIRONMENT AND THE WORLD
9.0 EMPLOYABILITY AND CAREERS
10.0 FAMILY AND PARENTING

Identifying Student Needs

Freirean philosophy and andragogy urge instructors of adult learners to cultivate a partnership with students in the learning process. In such a relationship students' input is validated through shared decision making. A teacher can begin the empowerment process by listing on the chalkboard the competency areas or topics for the target ESOL level. Ask students to decide silently or in pairs their priorities for learning. Poll the class for their preferences as to which topics or competency areas should be covered and in what order. Such shared decision-making adds immediacy and relevance to what will be covered in class for the students and will better meet student needs. It is more likely that learners will continue in an ESOL program that gives them what they want.

Developing a Student Oriented Curriculum

The *Adult ESOL Competencies* are written so that each topic or competency area is self contained. Levels PREPARATORY through INTERMEDIATE contain ten topical areas of interest for students acquiring English. After identifying student needs, teachers can reorder topics to match learner interests. For example, groups of students may wish to prepare for entry into the workforce. By using all of the competencies found under 9.0 EMPLOYABILITY SKILLS AND CAREERS, the class may complete a course in employability skills.

Lessons are taught holistically with topic and language integrated into a meaningful whole. Although teachers may explain grammatical and vocabulary-related points, they teach language around the life skills topics. Language learning is made more meaningful because it is tied to a survival competency.

Creating a Mutually-Supportive Learning Environment

Certain basic strategies are proposed as a means for enhancing shared learning and communication. Recognizing that many students come from countries where they are used to highly structured classes, the ESOL teacher begins with a new group using relatively structured behaviors to establish the credibility and seriousness of the program. With open entry/open exit programs at the adult level, it is possible that students would leave a program they perceive as too informal or not involving "serious learning." For some students "serious learning" is equivalent to memorization tasks and very formal teacher behaviors. Students in this mode are thinking of themselves as receptacles for the teacher's brilliance (Freire's "banking" philosophy).

thinking of themselves as receptacles for the teacher's brilliance (Freire's "banking" philosophy).

Experienced teachers can move students into a more empowering mode by using classroom management techniques in which mutual teacher-student respect is fostered. By sharing both experiences and eventually the direction of the class, a teacher can lead students to assume a more active role in what they learn.

Classroom management is a critical component of holistic adult ESOL. Teachers are encouraged to incorporate Freirean principles including education as a two-way process, critical thinking, and problem posing. Teachers facilitate learning and from cooperative educational partnerships with their adult learners in the process.

Shared decision-making on topics, skills focus, classroom procedures, and even evaluation issues contribute to student growth. Students grow by learning through cooperative classroom management how to assume greater responsibility for the direction of their immediate lives.

One of the pivots of andragogy as espoused by Malcom Knowles is the empowerment of adults in their instructional process. It is therefore, a sound practice, as recommended in this guide, to document progress through the students own self evaluation.

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APPROACHES

Adult ESOL learners are particularly motivated by the immediate need to survive in an English speaking society. However, there are innumerable pressures bearing upon them that account for high attrition and erratic attendance: work, child care, transportation, family responsibilities, emotional uprooting, loss of identity, and so on. Every effort must be made in the ESOL class to provide instruction that is relevant, useful, and of practical application.

The following are the state of the art approaches recommended for the delivery of instruction in adult ESOL programs.

COMPETENCY BASED EDUCATION (CBE)

The competency-based approach is based on clearly stated student outcomes; uses carefully developed, mediated and often times packaged learning materials; focuses on learning, not teaching; ensures student mastery of each task before proceeding to the next; is individualized; can be self-paced, open entry and open exit; and evaluates each learner on individual performance. It is based on the premise that a student can learn almost anything well if given adequate time and quality instruction. It differs from traditional program approaches in ways which include what students learn (only the essential skills, knowledge, and attitudes which distinguish competent performance of task), how students learn each task, when they proceed from task to task, and how competent performance is recognized and documented.

Reference: *California CBAE STaff Daevelopment Project. Handbook for CBAE Staff Development. San Francisco, CA: Center for Adult Education, San Francisco State University, 1983.*

FREIREAN APPROACH

This methodology is based on the Brazilian educator, Paulo Freire's problem-posing, psycho-social, learner-centered, liberatory, participatory approach. It is used particularly for native language literacy projects, but has also been successful in developing basic literacy and Adult ESOL programs. In this approach the content of adult literacy education is based on the learners' cultures and personal experiences and needs. It is always student-generated and based on meaningful syllables and

words. The two most distinctive features are "dialogue" and "problem posing." Cultural themes are extracted from selected materials, such as pictures, comics, short stories, songs, and video dramas. They are then used to generate discussion. The teacher asks a series of open-ended questions that lead the students to define their real-life problems, to discuss their causes, and to propose actions to solve them.

Reference: *Freire, Paulo. Pedagogy of the Oppressed. New York, New York: Seabury, 1970.*

THE NATURAL APPROACH

Dr. T. D. Terrell and Dr. S. Krashen have described the natural approach to language learning as designed to develop basic communication skills. The developmental stages for beginners are: comprehension or pre-production, early production, and speech emergence. Students are allowed to progress naturally from one stage to another.

Language production must be encouraged in much the same way as a mother promotes early language development in her young children.

1. Use realia, pictures, gestures, expression, body language
2. Modify speech to aid comprehension (simplify key words, vocabulary and grammar)
3. Do not force production
4. Accept one word answers, (yes/no, short phrases)
5. Focus attention on key vocabulary for all content areas
6. Do not correct speech
7. Create a relaxed atmosphere (lower the affective filter)
8. Do not include grammar practice (no drill and kill)
9. Allow for listening comprehension first
10. Use natural comprehensible language (input +1)

Reference: *Krashen, Stephen and Terrell, T. The Natural Approach: Language Acquisition in the Classroom. Oxford: Pergamon, 1983.*

TOTAL PHYSICAL RESPONSE (TPR)

This approach was researched and popularized by Dr. James J. Asher. It is also called the "comprehension approach". The students listen and respond to spoken commands, such as: "Walk to the door." A demonstration with a student volunteer is closely related to real-life experiences. Its strength is with beginning students.

From the Adult ESOL Curriculum Development Project, Chapter VI,
Developed by Gerry Strei

TPR, somewhat like the game, "Simon Says," has the teacher give commands which students then perform. Here is an example of how it works in a beginning activity.

1. Choose vocabulary from the immediate classroom environment--words which are important for the student to know.

2. Start this activity by having one or two students volunteer to participate by coming to the front of the class and sitting across from you in chairs.

3. Sit in a chair yourself and say:
"Stand up." (demonstrate the action by standing up)
"Sit down." (demonstrate by sitting down)

4. Repeat each command and each time motion to the two students to stand up (by moving your hands, palms up, upwards) and to sit down (using the opposite gesture). [They stand and sit.]

5. Face the entire class from your seat. Stand up. Say "Stand up" as you motion to the class to stand up. [Everyone stands.]

6. Sit down and say, "Sit down" as you motion to everyone to sit down. [Everyone sits.]

7. Repeat Steps 5 and 6.

Avoid "barking" the commands. Instead use a pleasant tone of voice, smile, and compliment students ("very good") from time to time. Through this activity, students learn meaningful sentence as they internalize the sounds of the words. Move from a basic TPR activity like the one above to gradually more advanced ones

such as: "Open your books to page X." "Stand up. Put your books on your chairs." Call on individuals: "Turn on the lights in here." "Close the windows and open the door." Gradually students will want to try speaking (repeating) the commands themselves. You can use sight word cards with the command sentences to help students learn to speak and read them. Finally, they can practice giving the commands to you and to the other students.

Reference: *Ascher, J. Learning Another Language Through Actions: The Complete Teachers Guidebook. Los Gatos, CA: Sky Oaks, 1982.*

COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH (CALLA)

Chamot and O'Malley (1987) developed the Cognitive Academic Language Learning Approach suggesting the following five steps:

1. Preparation
2. Presentation
3. Practice
4. Evaluation
5. Follow-up (Expansion)

Follow the same procedure for each segment or unit of instruction.

- **Prepare** - Like pre-writing or pre-reading, this step focuses students' attention on the topic, getting them to think about it and make connections between what they already know and what they have not yet learned.

- **Teach difficult vocabulary** - Limit this to no more than twelve words. Not every difficult word needs to be taught; many can be understood through context. Before students begin to read or begin the lesson, be sure they know and understand any terms essential to the topic.

- **Present** - Outline or list the major concepts of the unit on the board, overhead transparency, etc. <u>This is a critical step for all students</u>. This step helps all students master the skill of note-taking and it gives them a clear sense of what you think is important and what they need to learn.

- **Practice** - Have the students put into practice what you have presented, so that they can fully understand the concepts. Math and science teachers have always recognized that the way to master their subjects is by repeated practice. This approach is critical to <u>all</u> the content areas. ESOL students in particular need hands-on experiences to cement the learning that is taking place.

- **Evaluate their understanding** - After the students have had the opportunity to practice the new material <u>in a meaningful way</u>, the teacher needs to evaluate their understanding. This evaluation need not be in the form of a test. Instead, the teacher can assign a specific task, such as writing a summary,

sharing their observations or answers with each other, or giving a brief oral presentation.

- **Follow-up** - In order for the students to have a chance to integrate the new concepts with those previously learned, plan some type of follow-up activity, such as role-plays, skits, art work (designing posters), writing letters, etc.

Reference: *Adapted from Law, B and Eckes, M. (1990). The More Than Just Surviving Handbook: ESL for Every Classroom Teacher, Winnipeg: Peguis Publishers, pp. 157-158.*

WHOLE LANGUAGE

Educators first used this term in their work in first language reading education. They conceived that language is whole; any attempt to fragment it into parts destroys it. Therefore the traditional grammar, vocabulary lists, or phonics "families" approaches are ineffectual. Furthermore, language is not split into oral and written language because in a literate society the use of written language is as natural as conversation. This is the linguistic concept that encompasses modern language teaching methodology, and determines effective techniques and strategies. Even though, until recently, the term "Whole Language" had not been used in ESOL context, it has become the methodology predominantly suggested to be utilized in the Adult ESOL classroom. Goodman describes the characteristics of Whole Language as an approach that "sees common strengths and universals in human learning....expects and recognizes systems, experience, needs, interest, and language" (Goodman, 1989, p. 209).

Adults are expected to take an active part in their educational plan and adults from countries around the world bring with them a wealth of systems, experiences, needs, interests and languages, that should provide the basis of instruction.

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Goodman, Kenneth. "Whole Language Research: Foundations and Development". The Elementary School Journal Special Issue on Whole Language. Vol. 90, No. 2, pp. 207-221, 1989.

Riggs, Pat. "Whole Language in Adult ESOL Programs". ERIC/CLL News Bulletin. Vol. 13, No. 2, March 1990.

STRATEGIES

Adapted from the Adult ESOL Curriculum Development Project, Chapter V,
Developed by Edwina Hoffman, Revised by Sheila D. Acevedo

Multisensory Language Instruction

Total Physical Response is only one possible expression of multisensory language instruction. Teachers of Potentially English Proficient adults incorporate wherever possible visuals, real world objects (realia), demonstrations, and hands-on activities. In so doing, students are provided sensory opportunities to capture the meaning of language as well as to anchor it into memory through multisensory experiences. Students treated to a demonstration of how to make Cuban coffee will not forget the aromatic smells wafting from the open can of coffee, the sweet sugar, the rich colors of the grounds or the stages in assembling the Cuban coffee maker.

Such multisensory interaction with the process of Cuban coffee-making creates a holistic, meaningful experience for remembering language. In addition to using hands-on activities, demonstrations and realia, teachers are encouraged to develop picture files. Picture files organize visuals by categories: food items, clothing, furniture, leisure activities, housing options and so on. Students can be assigned to look for pictures of foods, clothing, etc. to contribute to the class picture file.

Since many part-time adult ESOL teachers must use the trunks of their cars to store instructional materials, picture files are a highly portable, compact resource for adding visual representations to the meaning of the English being taught.

Cooperative Learning

Cooperative learning gives Potentially English Proficient students the opportunity to rehearse and to creatively use English. Students work in pairs or small groups to practice skills or brainstorm ideas. Teachers are urged to begin cooperative learning with students using high consensus paired activities. A high consensus activity is one in which there is only one answer or one way to do the pair or group work. For example, learners select a partner and review vocabulary using picture cards. High consensus cooperative activities produce specific outcomes. Learners might work together to complete a worksheet or to memorize a dialogue. Essentially, the partners in the cooperative learning activity have a clearly defined task to complete.

Classroom Management

Multilevels of English proficiency, as well as multilevels of reading and writing skills in students, help to make whole class teaching difficult. Compound the issue with open entry/open exit classes and teachers must be skillful managers of groups and group activities, mini-centers, as well as the selective assignment of tasks.

Teachers can develop a repertoire of strategies to use with adults which builds on their abilities to work independently or in small groups to learn. Centers can be as simple as file folders. Paired work can be based on role play, practice activities and discussions. Groups can work on projects of mutual interest.

Summary

The old "drill and kill" days of audiolingualism are over. The competency-based adult ESOL classroom is a high energy, activity-oriented language learning experience centered on imparting meaningful information to the students. The teacher acts as a partner and a facilitator in taking student feedback on their needs and converting it to opportunities to learn English in a way that is both relevant and meaningful for the learner. In short, competency-based ESOL is a holistic, multisensory, lifeskills approach to teaching English to adults in the most efficient and relevant manner possible.

Some Effective Classroom Strategies

A. Vocabulary Building Activities

Introduce new vocabulary in <u>context</u>. Utilize the following to help students internalize new vocabulary:

1. Pictures, flashcards, personal photos, postcards
2. Real objects
3. Language master cards (prepackaged and teacher made)
4. Audio cassettes, songs
5. Games (hangman, concentration, bingo, pictionary, scrabble, occupation, charades)
6. Direction words (circle, read, repeat, open, underline, write, etc.) teacher demonstrates with student participation
7. Index cards with vocabulary words on one side, cut out pictures on other--teacher distributes three cards to a group of students and allows

five to ten minutes for students discussion or interpretation. A representative from each group shares with the whole class.

B. Activities In Early Speech Stage

1. Open dialogues. Teacher models the dialogue, students repeat. Students work in pairs, preferably with different language speaker. After practicing the structured dialogue, students create their own dialogues using model.

2. Open ended sentences. For example; one student begins: "I went to the store to buy apples;" the next student adds a second food item and so on around the room. Last student must remember all items. Other students can cue with actions if student forgets (no words) -- great fun!

3. Cloze procedures (for reading comprehension and grammar)
   a. Students read a paragraph silently as teacher reads aloud
   b. Teacher helps in vocabulary comprehension and study
   c. Students are given a second handout with the same paragraph but with certain words removed (i.e. preposition, articles, etc.)
   d. Students fill in the blanks without consulting original paragraph and can refer to it for correction.

4. Magazine Pictures/Comic Strips
   a. Sequence
      1) Show a picture and ask student to tell what came before or what might happen next.
      2) Give student several related pictures and have him/her arrange the pictures in a logical sequence and tell you the story.
      3) Tell the student a story and have him arrange the pictures in the sequence of the story.

   b. Main Idea -- Details
      Choose a picture which has several activities but one main idea. Have student state what the main idea of the picture is. Details may then be noted.

c. Inference
Have student make inferences from the picture -- or tutor may make inferences and have student tell why such an inference could be made.

d. Predicting outcomes
What might happen because of what is happening in the picture.

e. Student can match phrases or sentences to pictures.

f. Emotional reactions
Student can tell how the person in the picture might feel.

g. Relating picture to student's own experiences.

h. Pictures from catalogues -- classification
Have student classify the pictures: clothing, kitchen utensils, etc. There may also be sub-grouping: tools: (garden, construction, etc.)

i. Descriptive words -- vocabulary development
Introduce new adjectives and then practice with those words. And/or ask student to describe things in the picture using adjectives.

5. Newspapers and magazines
Oral discussion and hands on (cutting, pasting, sharing) on topics:
a. pictures about self
b. shopping (food, clothing, etc.)
c. money, prices, tax
d. pictures of professions
e. action pictures (verbs)
f. vocabulary (nouns, adjectives)
Writing activities follow: shopping lists, paragraph, composition, dictation.

6. Postcards
Use to share culture, develop vocabulary and communication
a. classify

b. describe

c. games (example: teams describe one postcard without naming the object in it -- other team guesses)

7. Classroom library, (magazines, easy readers, teacher-made stories, student-made stories, books from depository, literacy materials from public library)

8. Rods (Cuisenaire)

a. "Construction Engineer" : Practice in Locative Prepositions and Commands (A Silent Way classic, learned from master teacher John Pint)

Three or four students build some kind of structure with rods, in full view of the class, but out of sight of the person chosen to be "engineer" (a box is helpful for this -- see illustration). Then the class takes turns giving instructions to the engineer on building an identical construction. Remember, the engineer cannot see the class-built structure. In instructing the engineer, the class may use only English and may not use gestures of any kind. The first time through, you may want to do this with the whole class, and act as engineer yourself. After they have the idea, the students can be divided into groups of six or eight to do the same exercise. This game is good for prepositions, geometrical terms, and reinforcing the use of objects (for instance, "put it on the orange rod," not "put on the orange rod" or "lay it on the table," not "lie on the table," both of which you can graphically demonstrate).

For beginning classes, you may want to demonstrate some terms with the rods before they start the game or when they seem to be needed: parallel, perpendicular, leaning, standing, lying on the _____.

b. Make A Man

Using the rod, make the outlines of a street scene or the floor plan of a building. Use other rods for people, animals, trees, cars, planes, buses, trains, whatever. Set up a situation (a restaurant scene, a boy and girl on a blind date, a traffic jam, a bank robbery, a husband and wife having a fight, tourists getting lost, etc.) Let the students take over, manipulating the rods and developing the story -- with English dialogue, of course. This kind of activity can be helpful with shy students, as it focuses attention away from themselves and onto the rods.

9. Drama:
   a. skits (example: a waiter, a customer with a dirty dish)
   b. telephone conversation (example: emergency call for a child who got hurt)
   c. class play (teacher-made, student-made, or published)

10. Music:
   a. sing-along (American pop songs, special holidays, ethnic songs, students share songs from their native countries)
   b. listen to songs (handouts of words; complete missing words)
   c. Tune Into English and Jazz Chants (reinforce vocabulary and grammar)

C. **Shared Reading/Reading Aloud**

If students are to read, they must find reading a pleasurable activity. Good literature, written at the students' level, can be a source for language development, creative thinking, and learning. Teachers and students read together.

Steps:

1. Introduce story (title, key vocabulary, author)
2. Read the story while students follow along
3. Re-read the story, checking students' comprehension
4. Let students repeat/read portions of the story
5. Have students read aloud, either in pairs or as a class
6. Follow-up the reading (act out story, illustrate it, change ending, write book)

D. **Sustained Silent Reading**

Guided

Individualized

Students need to have time set aside to read and write without interruption. Ideally, everyone reads during this time, including the teacher.

Steps:

1. Create library from which students can choose books or magazines of interest (these can include books written by other students)
2. Provide short period of silence during which everyone reads
3. Check on students' progress occasionally (discuss or retell)

E. **Language Experience**

What I think about, I can talk about.
What I say, I can write (or someone can write for me).
What I can write, I can read (and others can read, too).
I can read what I have written, and I can also read what other people have written for me to read.

This is an integrated approach which uses the experience, the oral language, and the interests of the students to develop writing and reading skills. At first, teachers write what students dictate; later, students write as well.

Steps:

1. Choose stimulus for writing (can be drawn from any content area or experience -- picture, song, activity)
2. Discuss the activity (build vocabulary, activate prior knowledge)
3. Compose the Language Experience Story (exact words or modified form). Teacher writes on board what students dictate
4. Check/Revise the story
5. Read the story (teacher reads, then students read)
6. Follow-up the activity (sentence strips, vocabulary work, grammar explanation or practice, cloze exercise, copy story dictation -- teacher or student read aloud -- the others write)

F. **Dialogue Journals**

Dialogue journals consist of written conversation between each student and the teacher. It is a private student-initiated communication on any topic of interest to the student. There must be no overt error correction, but in the

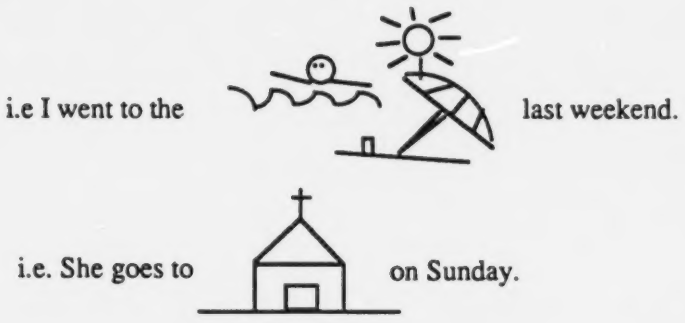
teacher's response the appropriate form is modeled. This activity can have a strong affective and social impact.

G. Other Speaking and Writing Techniques:

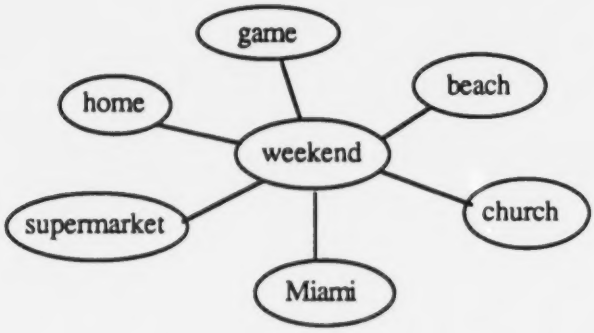
1. Student Profiles

   a. Students ask non-threatening personal questions of another student (this works well with new students)
   b. Teacher writes student responses on board or overhead transparency
   c. Teacher or student repeats the "story" sentence by sentence
   d. Some students read paragraphs or the whole story
   e. Students copy passage in notebooks
   f. Play games: erase word -- students fill in blanks

2. Rebus



3. Semantic Mapping - (also called cognitive mapping and/or webbing)



4. Dictation

Lately recognized once more as an effective technique.

a. Select a short passage (50-75 words) with the same level of difficulty or below the students' reading ability, and that is meaningful by itself.
b. Read it once.
c. Dictate pausing consistently, if possible reading complete phrases. You may choose to repeat each section only once.
d. Allow all students a chance to complete writing.
e. Read complete passage once more.
f. Let students exchange papers to correct each others.

5. Students as Authors

Teachers guide the students to create their own publications through a cooperative process writing technique. One topic could be using the letters of each student's native country to create an anagram.

Example:

Haiti is a Caribbean Country
All the People on the
Island
Tell stories
In French

by Fanide Pierre-Louis
Lauderhill ESOL
Maureen Utsman, Instructor

SELECTED TEACHER REFERENCES

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Seele, H. Ned. Teaching Culture. *Licolnwood, IL: National Textbook Co., 1984.*

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Teacher Training Through Videos. ESL Techniques. *Longman.*

The Laubach Way to English *- (Video) - Based on Tutor Workshop. New Readers Press.*

An excellent resource for professional research is the Multifunctional Resource Center (MRC) at Florida Atlantic University - Commercial Campus, Telephone number: (305)-351-4110.

PROFESSIONAL ORGANIZATIONS

Broward ESOL Council

Florida TESOL

Sunshine State TESOL of Florida (formerly Gulf TESOL of Florida)

National Association for Bilingual Education (NABE)

Teachers of English to Speakers of Other Languages (TESOL), Suite 300, 1600 Cameron Street, Alexandria, VA 22314

For more information on Professional Organizations contact Dr. Maria H. Koonce, TSA, Adult ESOL, Telephone 305-765-6551.

SECTION THREE

ADULT ESOL

ADULT ESOL
General Guidelines

COURSE DESCRIPTION

The ESOL program is divided into four levels: Preparatory, Beginning, Intermediate, and Advanced. The Beginning and Intermediate levels are further subdivided into Beginning A, Beginning B, Intermediate A, and Intermediate B. The curriculum is presented in two (2) sets of strands: Skills Strands and Context Strands, in order to provide the flexibility necessary to individualize instruction and learning, and to efficiently identify essential skills to be acquired, developed, demonstrated, and transferred to the student within and across contextual/topical areas.

The listed competencies are minimum required skills. Teachers are urged to be creative and expand instruction, building up mastery through a spiral curriculum delivery, continuously assessing their students' interests and abilities.

The two types of strands are designed to be used simultaneously, so that listening, reading, speaking, writing, and critical thinking skills are incorporated within context areas, providing practical application in meaningful, real-world situations.

OBJECTIVES

Outcome Goals:

Upon completion of each level, the student will be able to successfully apply the skills of listening, reading, speaking, writing, and thinking within selected context areas, in order to effectively meet the societal demands of everyday living.

ACTIVITIES

(See Section 2 - Recommended methodology, approaches and strategies)

RESOURCES

(See ESOL Basic Textbook List p. 60-61)

Video Programs:

1. American Culture in Modern Contexts, Delta Systems
2. In English, Video Language Products
3. Interchange, Cambridge University Press
4. Stage One, Delta Systems

(Other video programs available through the Center for Effective Community Literacy. See their Lending Library Catalogue).

Suggestions For A Well-Equipped Classroom:
The following materials are useful to facilitate instruction:

1. **Typewriter**
2. **Tape Recorder**
   - prepared/blank tapes
3. **Television Set**
   - VCR
   - Laser disk player
4. **Filmstrip Projector**
5. **Language Master**
   - blank cards
   - pre-packaged sets
6. **Computers**
   - appropriate software
7. **Maps**
8. **Globes**
9. **Reference Books**
   - encyclopedias
   - dictionaries
   - atlas
   - thesaurus
10. **Classroom Library and Visuals**
    - local newspapers
    - current periodicals
    - paperback lending library
    - magazines
    - flash cards
    - postcards
11. **Community Services Materials**
    - Directory of Community and School Resources for Students
    - Directory of Self-Help Groups Serving Broward County
    - Parenting Resource Directory
    - AARP Educational and Community Services Programs
    - Veterans services brochures
    - Bus schedules
12. **Career Counseling Materials**
    - Occupational Outlook Handbook
    - The National Career Directory
    - Broward Community College Catalog
    - Florida Atlantic University Catalog
    - Florida International University Catalog
    - Atlantic, Sheridan, and McFatter Vocational Centers' Information brochures
    - BETA brochures
13. **Manipulatives**
    - Alphabet and Numbers
    - Magnetic Way (Martin, Ballard & Company)
    - Step Magic Slate Learning Kit (Insta-Learn)
    - Action Sequence Stories (Ballard & Tighe)
    - Cuisinaire Rods (Educational Solutions)

INSTRUCTORS QUALIFICATIONS

Bachelor's Degree in an Academic area
ESOL Endorsement within three (3) years of employment in the program
(See Appendix)

FUNDING SOURCE

FTE Generated

ESOL BASIC TEXTBOOK LIST

SUBJECT AREA	TITLE	PUBLISHER
PRE-BEGINNING LEVEL		
Basal	Foundations	Prentice Hall, 1995
Vocabulary	Longman Picture Dictionary - Rosenthal	Longman, 1987
Writing/Survival	In Print - Long, Spiegel - Podnecky	Prentice Hall, 1988
Writing/Survival	Access - Molinsky, Bliss	Prentice Hall, 1990
Writing/Survival	ESL Literacy - Nishio	Longman, 1991
Gram./Vocab./Survival	Entry to Literacy 1, 2 - Beal	Steck Vaughn, 1991
BEGINNING LEVEL	LifePrints Book 1	New Readers Press
Basal	Expressways 2nd Edition	Prentice Hall, 1995
Vocabulary	New Oxford Picture Dictionary - Parnwell	Oxford, 1988
	Beginning Workbook - Zevin	
Grammar/Conv. Reading	Side by Side 1 (includes workbook and	Prentice Hall, 1989
	Line by Line) - Molinsky - Bliss	
Grammar	Skill Sharpeners 1 - De Filippo	Addison Wesley, 1991
Writing	Picture Stories for Beginners - Ligon	Longman, 1990
Survival	English for Adult Comp. 1 - Keltner	Prentice Hall,1990
Survival/Reading	Real Life English 1, 2 and Workbook - Darcy Jack	Steck Vaughn, 1988
Reading	English with a Smile 1 - Krulik	NTB, 1989
Culture	Looking at American Holidays - Drews	NTB, 1990
Citizenship	Look at the U.S. Literacy Level - Wigginton	Contemporary, 1989
INTERMEDIATE LEVEL	English Connections Book 1 Life Prints Books 2 and 3	Contemporary New Readers Press
Basal	Expressways 2nd Edition	Prentice Hall, 1995
Vocabulary	Oxford Picture Dictionary and Intermediate	Oxford, 1988
	Workbook - Parnwell, Schimeff	
Grammar	Side by Side 2 (includes workbook and	Prentice Hall, 1989
	Line by Line) - Molinsky, Bliss	
Survival/Grammar	Images for Beginners BK2 - Zuern	Addison Wesley, 1985
Survival	Real Life English 3, 4 and Workbook - Jolly	Steck Vaughn, 1988
Conv. Writing/Grammar	Around the World Book 2 - Fletcher	Longman, 1990
Reading	Far from Home - Pickett	Newbury, 1987
Reading	English with a Smile 2 - Krulik	NTB, 1989
Culture	American Holidays - Klebanow	Pro Lingua, 1990
Citizenship	Look at the U.S. 1,2 - Cross	Contemporary, 1989
ADVANCED LEVEL	English Connections Books 2 and 3	Contemporary
Grammar	Understanding and Using English Grammar	Azar - PH, 1989
Idioms	What's Up?, Pamela McPortland	Prentice Hall, 1989
List./Conv.	Great Ideas - Leo Jones	Cambridge, 1987
Conversation	React/Interact , Donald Byrd	Prentice Hall, 1991
Reading/Vocabulary	Contact USA, Paul Abraham	Prentice Hall, 1989
Reading/Vocabulary	The USA Customs and Institutions (3rd Ed.)	Prentice Hall, 1990
Writing	Thinking/Writing by Martha Kitgore Rice	Prentice Hall, 1986
Citizenship	The Uncle Sam Activity Book by Carolyn Bohlman	Scott, Foresman, 1990

ESOL BASIC TEXTBOOK LIST
SUPPLEMENTAL TEXTS

SUBJECT AREA	TITLE	PUBLISHER
PRE-BEGINNING LEVEL		
Vocabulary	Basic Vocabulary Builder - Liebowitz	National Textbook, 1983
Vocabulary	Practical Vocabulary Builder - Liebowitz	National Textbook, 1983
Survival	Survival English - Mostella	Prentice Hall, 1985
BEGINNING LEVEL		
Grammar/Survival	English Step by Step and Workbook	Prentice Hall, 1991
Grammar/Survival	Images for Beginners bk1 - Zuern	Addison-Wesley, 1985
Writing	Action English Pict.	Alemany, 1985
Reading/Survival	Impact 1,2	Addison Wesley, 1983
Reading	Pizza Tastes Great	Prentice Hall, 1988
INTERMEDIATE LEVEL		
Grammar	Skill Sharpeners 2 - DeFilippo	Addison Wesley, 1991
Survival	English for Adult Comp. 2 - Keltner	Prentice Hall, 1990
Language Arts	Picture Stories for Beginning Communication	Prentice Hall, 1989
Writing	Write from the Start - Davidson	Newbury, 1984
Reading	Stories We Brought - Kasser	Prentice Hall, 1986
Reading	True Stories in the News - Keyer	Longman, 1987
Reading	Impact 3 - Motta, Riley	Addison Wesley, 1983
Language Arts	What's the Story Book 1,2 and Picture Cards	Longman, 1981
Reading	Chicken Smells Good - Pickett	Prentice Hall, 1984
Language Arts	Look Again Pictures - White	Alemany, 1984
Reading	Living in the USA Book 1, 2 - Burghart	NTB, 1992
ADVANCED LEVEL		
Idioms	American English Idioms by Harry Collis	National Textbook, 1986
	and Picture Cards for American Eng. Idioms	
Culture	Face to Face by Virginia Vogel Zanger	Newbury House, 1985
Grammar/Conv./Writing	Skill Sharpeners 3 - Judy DeFilippo	Addison Wesley, 1984
Idioms	Body English, Thomas Adams	Scott Foresman, 1987
Speaking	Speech Communication for Intermediate Students	PHR, 1988
	Citizenship Now	Contemporary

BEST COPY AVAILABLE

ADULT ESOL COURSES
Curriculum Design

The Adult ESOL Curriculum is divided into four (4) levels: Preparatory, Beginning A and B, Intermediate A and B, Advanced/Pre-GED.

Preparatory to Intermediate

The Preparatory to Intermediate levels are designed around two (2) sets of strands: Skill Strands and Context Strands. There is only one set of skill strans per level, but the competencies for the content strands are subdivided into Beginning A and B and Intermediate A and B.

Skill Strands
1.0 Listening
2.0 Reading
3.0 Speaking
4.0 Writing
5.0 Critical Thinking

Context Strands
1. Interpersonal Communication
2. Safety and Security
3. Health and Nutrition
4. Time and Money
5. Household and Shopping
6. Transportation and Travel
7. Government and Community
8. The Environment and the World
9. Employability and Careers
10. Family and Parenting

The Context Strands are student based. Beginning and Intermediate levels are further subdivided into Beginning A and Beginning B. The competencies for each level and sub-level are listed within each context. Teachers should refer to the skill strand to prepare instruction. The language skills will be integrated throughout the topic areas, rather than being taught separately, so it is unnecessary to check them off.

Teachers should initial the mastery of each context strand. Teachers should keep their own record of student progress on the classroom GRID. The classroom GRID should be copied on white paper with the instructions on the back, for all teachers to keep ongoing status of students and their progress.

Advanced

The Advanced level ESOL concentrates on language skills. The context of the instruction should be based on assessed student needs and interests. A variety of resources should be available to provide a basis for language development in the four language skills, as well as in advanced thinking and cultural context.

The Pre-GED Curriculum, developed by the State of Florida Department of Education Adult ESOL Curriculum Project, is included as an option for students wishing to enter a General Educational Development (GED) preparation program.

Students may record their own progress on the Skill Based Checklists and/or the Pre-GED Competencies Checklist.

Housekeeping Guidelines

Individual student checklists should be copied (double-sided and/or in reduced size) for all students entering the program. A color coded chart is recommended for district consistency.

Preparatory	Yellow	Intermediate A	Blue
Beginning A	Pink	Intermediate B	Gray
Beginning B	Green	Advanced	Orange

Teachers may keep the individual students' CHECKLISTS, alphabetized, in one binder, so they can be distributed and collected at the completion of an instructional unit. It is possible to check more than one competency, if the instruction included more than one, and the student feels confident of mastery. Teachers should regularly overview the individual checklist, initial after all competencies of one context strand have been mastered, refer to the checklist to note progress on the classroom GRID, and eventually place checklists in the students' individual folders.

After conducting alternative evaluation techniques, teachers may direct students to record their own progress on the individual competencies covered in the instructional process.

Mastery means ability to communicate (approximately in the 70% and above range) in the level of the student's English language ability at the time the instructional unit is completed.

LEVEL TESTS ARE AVAILABLE UPON REQUEST

The INTAKE AND TRANSITION FORM should be copied double sided and completed for each individual student registered for an ESOL class. The Assessment criteria for this form is included in the Appendix.

Each student's folder should contain the updated INTAKE AND TRANSITION FORM, the checklist(s) of each level that the student is enrolled in, selected samples of students' work, and pre/post tests or evaluation instruments administered. A learning style inventory is a recommended option.

Remember that this is a GUIDE. The competencies listed are suggested skills for each level. Teachers should select contexts, design instruction, expand, enhance and enrich their lessons based upon students' needs and interests. The language skills should be developed in a spiral manner, with continuous reinforcement, opportunity to practice and teacher awareness of students' sensitivities and abilities. Sample lesson plans are not included, to allow for teachers' creativity and individuality. A blank lesson plan form is included in the appendix.

BROWARD COUNTY SCHOOL BOARD
ESOL INTAKE AND TRANSITION FORM

Student Last Name: _____ **First Name:** _____

Date of entry: _____ **Home Telephone:** _____

Address: _____

ORAL INTERVIEW

1. How long have you been in this country ? _____
2. Where are you from ? _____
3. What is your native language ? _____
4. Do you work/have a job now ? ____yes ____no
   Where do you work ? _____
   What is your job ? _____
5. Do you have family/friends here ? ____yes ____no Who are they: _____
6. Do you have children ? ____yes ____no Do they speak English ? ____yes ____no
7. How did you know about this school ? _____
8. Did you go to school in your country ? Did you finish your education? How many years?
   _____
   _____
9. Educational Goals:
   (check most important ones) Why do you want to learn English ?
   - ____ personal satisfaction
   - ____ learn to read and write in English
   - ____ get a job / better job
   - ____ TOEFL
   - ____ get a GED
   - ____ get a High School diploma
   - ____ go to American college/university
   - ____ other

Assessment of Listening Comprehension: _____

_____

Assessment of Speaking ability: _____

_____

Interviewer: _____ Date: _____

TABE SCORE: _____ MELT LEVEL: _____

Initial Placement Level: _____

WRITING SAMPLE:

Write a paragraph of approximately fifty (50) words about yourself and your plans for the future

_____

_____

_____

_____

_____

_____

_____

_____

READING

Please read a paragraph from (a selected reader)

Assessment of Writing ability _____

Assessment of Reading ability _____

UPDATE

Student Last Name: _____ First _____

TRANSITION:

Date: _____ _____Level -to- _____Level

Date: _____ _____Level -to - _____Level

Date: _____ _____Level -to- _____Level

Date: _____ _____Level -to- _____Level

MAINSTREAM:

Date: _____

To: _____

(Name of Program)

REFERRAL:

Date: _____

To: _____

(Name of Program)

STUDENT PERFORMANCE LEVELS — ABBREVIATED VERSION

0	No ability whatsoever.		
I	• Functions minimally, if at all, in English.	• Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	• A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures
II	• Functions in a very limited way in situations related to immediate needs.	• Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
III	• Functions with some difficulty in situations related to immediate needs.	• Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
IV	• Can satisfy basic survival needs and a few very routine social demands.	• Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated	• A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
V	• Can satisfy basic survival needs and some limited social demands.	• Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated	• A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.

BEST COPY AVAILABLE

VI	• Can satisfy most survival needs and limited social demands.	• Can handle jobs and job training that involve following simple oral and written instructions and diagrams.	• A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.
VII	• Can satisfy survival needs and routine work and social demands.	• Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.	• A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.
VIII	• Can participate effectively in social and familiar work situations.		• A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.
IX	• Can participate fluently and accurately in practical, social, and work situations.		• A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.
X	• Ability equal to that of a native speaker of the same socio-economic level.		

ESOL INTAKE AND TRANSITION FORM
Assessment Criteria

Student Name:_____

Date:_____

Assessor:_____

ORAL ASSESSMENT

Use Mainstream English Language Training (MELT)
Student Performance Levels (SPS)

Level: _____

WRITING ASSESSMENT

Grammar and Style	_____	**Rating Scale:**	3 - Very Good
Vocabulary/Idioms	_____		2 - Average
Topic Relevancy	_____		1 - Little Ability
Length	_____		0 -No Ability
Successful Communication	_____		(max. 15 points)
Total:	_____		

READING ASSESSMENT

Accuracy	_____	**Rating Scale:**	3 - Very Good
Pronunciation	_____		2 - Good
Fluency/Intonation	_____		1 - Poor
Perceived Comprehension	_____		0 - No Ability
Completion of Assigned Reading	_____		(max. 15 points)
Total:	_____		

CHECKLISTS GUIDELINES

The following checklists may be used as student self-assessment instruments.

- Keep a white master of each level competency checklist.
- Run off sets of each level in a different color. (The choice of color is arbitrary but if all schools follow this, consistency will result throughout the district).

Preparatory	Yellow
1 Beginning A	Pink
2 Beginning B	Green
3 Intermediate A	Blue
4 Intermediate B	Gray
5 Advanced	Orange

- As a new student is placed in a level, initiate the corresponding checklist. Checklists may be kept in a common binder for easy access during the instructional progress.
- Add new students' names to classroom grid (Record of Instructional Progress) regularly.
- Allow students to check their own progress as they complete an instructional unit.
- Verify mastery of competencies through recommended assessment techniques by initialing each context strand.
- Students' checklists should eventually be placed in individual folders and follow students through the levels and changes of schools and/or programs.

Level:_____ Teacher:_____

RECORD OF INSTRUCTIONAL PROGRESS

GRID

#	Students Names	E Date	1 IC	2 SS	3 HN	4 TM	5 HS	6 TT	7 GC	8 EW	9 EC	10 FP	Test - Score /Date	C Date
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														

RECORD OF INSTRUCTIONAL PROGRESS - GRID

INSTRUCTIONS

- Enter students' names and entry date as each one enrolls in your class.
- Complete progress monthly, by entering date that all skills in each context strand were mastered.
- Use students' self-assessment forms to check off each context strand that has been mastered and signed by the teacher.
- After students have mastered all competencies of the 10 context strands, administer level test and enter score.
- Enter date each student completed level.

KEY

E = ENTRY TO LEVEL
C = COMPLETION OF LEVEL

CONTEXT STRANDS

1. Interpersonal Communication (IC)
2. Safety and Security (SS)
3. Health and Nutrition (HN)
4. Time and Money (TM)
5. Household and Shopping (HS)
6. Transportation and Travel (TT)
7. Government and Community (GC)
8. The Environment and World Cultures (EW)
9. Employability and Careers (EC)
10. Family and Parenting (FP)

ESOL
PREPARATORY
LEVEL

PREPARATORY

Teacher-Based

TABE Score: 0-1.0 **MELT Level:** 0-II

Skills Strand 1.0 - Listening

Effective listening at the PREPARATORY level is recognized as a receptive skill at the readiness stage and is defined as the student's demonstrated ability to recognize, associate, and differentiate speech sounds utilized to construct meaning.

1.01 identify the letters of the alphabet
1.02 identify single vowels
1.03 identify single consonants
1.04 identify vowel-combinations
1.05 identify vowel-consonant combinations
1.06 identify consonant clusters and digraphs
1.07 identify initial sounds
1.08 identify final sounds
1.09 identify medial sounds

Skills Strand 2.0 - Reading

Effective reading at the PREPARATORY level is recognized as a receptive skill at the readiness stage and is defined as the student's demonstrated ability to recognize, associate, and differentiate speech sounds and graphic symbols utilized to construct meaning.

2.01 use left to right eye movement
2.02 use top to bottom eye movement
2.03 select shapes, letters, numerals, symbols, and pictures which are the same
2.04 select shapes, letters, numerals, symbols, and pictures which are different
2.05 match pictures to real objects which are provided
2.06 match pictured and real objects to words which are spoken
2.07 select pictures which correspond to a simple story
2.08 sequence pictures from left to right
2.09 sequence pictures from top to bottom
2.10 identify letters of the alphabet
2.11 locate letters in printed words
2.12 identify basic/frequently used sight words
2.13 select the written form of words which are spoken
2.14 sustain silent reading for a minimum of five minutes
2.15 proofread simple written samples

Skills Strand 3.0 - Speaking

Effective speaking at the PREPARATORY level is recognized as a productive skill at the readiness stage and is defined as the student's demonstrated ability to articulate speech sounds and utilize appropriate vocabulary and syntax to construct and express meaning.

3.01 articulate the names of alphabet letters
3.02 articulate single vowel sounds
3.03 articulate single consonant sounds
3.04 articulate vowel combinations
3.05 articulate vowel-consonant combinations
3.06 articulate consonant clusters and digraphs

3.07 articulate initial sounds
3.08 articulate medial sounds
3.09 articulate final sounds
3.10 read aloud basic/frequently used sight words
3.11 read aloud a self-constructed phrase
3.12 read aloud a self-constructed sentence
3.13 read aloud a self-constructed passage

Skills Strand 4.0 - Writing

Effective writing at the PREPARATORY level is recognized as a **productive** skill at the **readiness** stage and is defined as the student's demonstrated ability to legibly draw and write symbols utilized to construct and express meaning.

4.01 correctly hold a writing instrument (pencil or pen)
4.02 trace strokes and shapes
4.03 use left-to-right, top-to-bottom, and circular movements to form graphic strokes and symbols
4.04 produce strokes/shapes with uniform size, slant, and spacing
4.05 orient strokes/shapes within allotted space (lines on paper)
4.06 use left-to-right and top-to-bottom movements to represent progression
4.07 form marks of selection (X, check mark, ring/circle, underline, bubble-in)
4.08 differentiate uppercase and lowercase letters
4.09 form uppercase and lowercase letters in manuscript print
4.10 form uppercase and lowercase letters in cursive
4.11 form numerals (0 through 9)
4.12 form marks of punctuation (period and question mark)
4.13 write own signature in cursive
4.14 write basic sight words and context area vocabulary words
4.15 edit/revise written samples for legibility and accuracy

Skills Strand 5.0 - Critical Thinking

Effective thinking at the PREPARATORY level is recognized as a **productive** skill and is defined as the student's ability to use knowlege and experience for specific purposes, including understanding, planning, making decisions, valuing, taking action, and solving problems, within meaningful cultural contexts.

5.01 work independently
5.02 work cooperatively with others
5.03 maintain attention/concentration span
5.04 recognize likeness and difference
5.05 differentiate basic shapes
5.06 differentiate basic colors
5.07 differentiate basic attributes
5.08 recognize opposites
5.09 identify choices
5.10 identify strategies (guessing, trial and error, process of elimination)
5.11 make decisions (yes/no)
5.12 make value judgements (like/dislike, important/unimportant)
5.13 classify items in groups/sets (0 through 10)
5.14 arrange items in sequence (0 through 10)
5.15 recognize examples/non-examples
5.16 identify errors
5.17 recognize nonverbal signs of miscommunication
5.18 recognize verbal signs of miscommunication
5.19 set short-term goals
5.20 set long-term goals

PREPARATORY
Individual Student Checklist
Student-Based

Student Name	Beginning Date
Teacher Name	School and/or Site

Date Skill Mastered

1.0 - INTERPERSONAL COMMUNICATION (IC)

1.1	states and prints vocabulary for name (Name: first, middle, and last)	_____
1.2	states and prints full address: (number, street, city, state and zip code)	_____
1.3	states and writes area code and telephone number	_____
1.4	can count: 1-100	_____
1.5	writes social security number	_____
1.6	recognizes immigration I.D. No. (where applicable)	_____
1.7	states and writes date of birth	_____
1.8	recognizes basic shapes	_____
1.9	recognizes basic colors	_____
1.10	demonstrates left to right eye movement in reading	_____
1.11	correctly holds writing utensil	_____
1.12	traces shapes, letters and numbers	_____
1.13	prints letters of alphabet within context of vocabulary (manuscript)	_____
1.14	demonstrates ability to use phone (rotary and touch tone)	_____

Teacher's Initials:_____

Date Skill Mastered

2.0 - SAFETY AND SECURITY (SS)

2.1 demonstrates use of 911 (0perator, Fire, Police, Ambulance) _____

2.2 demonstrates understanding of safe walking procedures _____

2.3 demonstrates understanding of safe bicycling procedures _____

2.4 recognizes basic safety signs/symbols _____

2.5 responds to caution/warning vocabulary ("Watch Out," "Look Out," "Be Careful," "Stop," "Lock") _____

2.6 recognizes emergency vocabulary (help, accident, injury, burn, poison, bleeding, unconscious, not breathing, drown) _____

2.7 identifies basic safety equipment and supplies (fire extinguisher, first aid kit, flare) _____

Teacher's Initials:_____

Date Skill Mastered

3.0 - HEALTH AND NUTRITION (HN)

3.1 identifies basic parts of the body _____

3.2 recognizes basic states of being (awake/asleep, well/sick) _____

3.3 identifies the five senses _____

3.4 identifies common ailments/injuries vocabulary _____

3.5 recognizes basic personal care/hygiene vocabulary _____

3.6 identifies basic health care providers (doctor, nurse, dentist, hospital, clinic, health department) _____

3.7 identifies basic medical care vocabulary _____

3.8 recognizes basic foods/food groups _____

3.9 identifies "junk foods" _____

3.10 identifies expiration date on food/medicine _____

3.11 identifies forms of exercise for physical fitness _____

Teacher's Initials:_____

Date Skill Mastered

4.0 - TIME AND MONEY (TM)

4.1 identifies numbers (0 through 100) in numeral form _____

4.2 identifies number words (zero through one hundred) _____

4.3	counts to 100	_____
4.4	identifies the days of the week in consecutive order	_____
4.5	identifies the months of the year in consecutive order	_____
4.6	identifies the seasons of the year	_____
4.7	states date in month/day/year	_____
4.8	locates today's date on a calendar	_____
4.9	tells time on the hour, half-hour, quarter-hour, and in minutes (analog and digital)	_____
4.10	differentiates A.M. and P.M.	_____
4.11	identifies U.S. currency	_____
4.12	identifies money symbols (dollar/cent sign, decimal point)	_____
4.13	determines equivalent money amounts	_____
4.14	determines change due	_____
4.15	computes tax/tip	_____
4.16	recognizes basic vocabulary of purchase/payment (total, amount due, tax, cash, credit, check, money order, due date)	_____

Teacher's Initials_____

Date Skill Mastered

5.0 - HOUSEHOLD AND SHOPPING (HS)

5.1	differentiates types of housing	_____
5.2	identifies the rooms of a house/apartment	_____
5.3	identifies means of locating housing	_____
5.4	identifies basic types of independent living expenses	_____
5.5	identifies basic household furnishings	_____
5.6	identifies basic household appliances	_____
5.7	identifies basic household repair/maintenance problems	_____
5.8	identifies basic household tools	_____
5.9	identifies basic household supplies	_____
5.10	identifies basic units of weight	_____
5.11	identifies basic units of linear measurement	_____

5.12 identifies basic units of capacity _____

5.13 identifies basic articles of clothing and accessories _____

5.14 recognizes basic clothing/shoe sizes _____

5.15 identifies basic fabrics/materials _____

5.16 recognizes types of stores _____

5.17 recognizes departments in a store _____

Teacher's Initial:_____

Date Skill Mastered

6.0 - TRANSPORTATION AND TRAVEL (TT)

6.1 identifies basic forms of transportation _____

6.2 identifies basic legal requirements to drive/obtain license _____

6.3 identifies the basic parts of a car _____

6.4 identifies basic problems of a car _____

6.5 identifies basic street and traffic signs _____

6.6 recognizes rules/regulations for parking _____

6.7 identifies insurance required with ownership of a vehicle _____

6.8 recognizes consequences of driving under the influence of alcohol, medication, or illegal substances _____

Teacher's Initials:_____

Date Skill Mastered

7.0 - GOVERNMENT AND COMMUNITY (GC)

7.1 identifies basic signs (push/pull, men/women, enter/exit) _____

7.2 identifies basic government agencies/services (INS, HRS, IRS, Social Security, Post Office, Health Dept., Court House) _____

7.3 identifies basic community services (hospital, police, fire, public utilities, public school system, library) _____

7.4 identifies basic media as sources of information (television, newspapers, brochures, radio) _____

7.5 recognizes procedures to request police assistance _____

7.6 recognizes procedures when stopped by police _____

7.7 recognizes acceptable forms of identification _____

7.8 identifies basic law/citizenship vocabulary _____

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7.9	locates the U.S. on a world map	_____
7.10	locates Florida on a world map	_____
7.11	identifies the U.S. flag	_____
7.12	recognizes the Pledge of Allegiance	_____
7.13	recognizes "The Star Spangled Banner" as the national anthem	_____
7.14	identifies the current U.S. President	_____
7.15	recognizes most common U.S. holidays, customs, and traditions	_____
7.16	identifies basic leisure activities and facilities	_____

Teacher's Initials:_____

Date Skill Mastered

8.0 - THE ENVIRONMENT AND THE WORLD (EW)

8.1	identifies the temperature in Fahrenheit degrees	_____
8.2	recognizes basic weather vocabulary	_____
8.3	identifies procedures to prepare for a storm/hurricane	_____
8.4	identifies procedures to evacuate during emergency/disaster	_____
8.5	identifies procedures to dispose of waste/trash/litter	_____
8.6	identifies basic types of animals	_____
8.7	compares and contrasts general culture facts between native country and U.S. (customs, holidays, schooling, music, food)	_____

Teacher's Initials:_____

Date Skill Mastered

9.0 - EMPLOYABILITY AND CAREERS (EC)

9.1	identifies entry-level jobs/occupations	_____
9.2	identifies appropriate work clothing	_____
9.3	identifies basic safety equipment in the workplace	_____
9.4	identifies safe procedures for lifting heavy objects	_____
9.5	identifies sources of employment opportunities	_____
9.6	provides basic information on a job application form	_____
9.7	prepares a simple resume	_____

9.8	responds to basic questions during a job interview	_____
9.9	identifies procedures for reporting absence/lateness	_____
9.10	identifies procedures for using time clocks/time sheets	_____
9.11	identifies information on paycheck (gross/net pay, deductions)	_____
9.12	provides information on W-4/W-2 forms	_____
9.13	identifies income tax return	_____

Teacher's Initials:_____

Date Skill Mastered

10.0 - FAMILY AND PARENTING (FP)

10.1	recognizes basic vocabulary identifying people and relationships	_____
10.2	recognizes basic vocabulary of classroom objects	_____
10.3	recognizes that school attendance is mandatory for children between the ages of six and sixteen.	_____
10.4	identifies procedures to register a child in school	_____
10.5	recognizes procedures to report absence	_____
10.6	identifies opportunities to participate in school activities	_____
10.7	identifies types of school-to-home communication	_____
10.8	identifies types of sports/extracurricular activities	_____
10.9	identifies sources of child care/supervision when not in school	_____
10.10	demonstrates knowledge of child abuse and legal consequences	_____

Teacher's Initial:_____

ESOL
BEGINNING LEVEL
A & B

BEGINNING

TABE Score: 1.0-3.9 **MELT Level:** 0-III

Skills Strand: 1.0 - Listening

Effective listening at the BEGINNING level is recognized as a receptive skill at the early production stage and is defined as the students' ability to recognize, associate and differentiate speech utterances to construct meaning.

1.01 identify frequently used words on sight
1.02 identify the meaning of frequently used words presented in context
1.03 identify the initial sounds
1.04 identify signal vowels, vowel combinations, and vowel consonant variants
1.05 identify single consonant sounds
1.06 identify consonant blends and diagraphs
1.07 understand simple vocabulary associated with the context strands

Skills Strand: 2.0 - Reading

Effective reading at the BEGINNING level is recognized as a receptive skill at the early production stage and is defined as the students' demonstrated ability to recognize, associate and differentiate speech utterance and graphic symbols to construct meaning.

2.01 identify letters of the alphabet
2.02 identify basic/frequently used sight words
2.03 sustain silent reading for at least five minutes
2.04 read information in standard forms
2.05 read simple short sentences aloud
2.06 proofread simple written samples

Skills Strand: 3.0 - Speaking

Effective speaking at the BEGINNING level is recognized as a productive skill at the early production stage and is defined as the students' demonstrated ability to articulate speech utterances and utilize appropriate vocabulary and syntax to construct and express meaning.

3.01 pronounce long and short vowel sounds
3.02 compare and contrast consonant sounds
3.03 pronounce words with silent letters
3.04 pronounce simple communicative patterns with appropriate rhythm
3.05 give orally self identification and personal information
3.06 use greetings and common expressions of courtesy
3.07 identify family members
3.08 describe self and others (physical characteristics and personal traits)
3.09 formulate a short term educational and work goal
3.10 tell time using half past, quarter of/after, etc.
3.11 answer yes/no and simple questions
3.12 communicate simple impressions and emotions, likes and dislikes, acceptance or rejection
3.13 utilize simple vocabulary associated with the context strands
3.14 respond to simple information questions in the present and present progressive tenses
3.15 initiate questions in the present and present progressive
3.16 identify the location of objects by using the simple prepositions
3.17 use the meaning of contractions in positive and negative present tense verbs "to be" and "to do"
3.18 respond to questions using "there is"/"there are"
3.19 use appropriate possessive adjectives

Skills Strand - 4.0 - Writing

Effective writing at the BEGINNING level is recognized as a **productive** skill at the **early production** stage and is defined as the students' demonstrated ability to legibly write symbols utilized to construct and express feelings.

4.01 write legible capital and lower case letters
4.02 use legible cursive handwriting
4.03 group letters to form words
4.04 space words to form sentences
4.05 space words to form a legible paragraph
4.06 write the singular and plural forms of nouns correctly
4.07 write declarative sentences having compound subjects and/or verbs
4.08 make subjects and verbs agree
4.09 use the appropriate forms of common regular and irregular verbs
4.10 complete simple forms requesting name and personal information
4.11 write the days of the week and months of the year
4.12 address an envelope including return address
4.13 write a short notice
4.14 write short dictation's
4.15 copy a short paragraph using correct spacing and legible cursive handwriting

Skills Strands - 5.0 - Critical Thinking

Effective thinking at the BEGINNING level is recognized as a **productive** skill, and is defined as the students' ability to use knowledge and experience for specific purposes, including understanding, planning, making decisions, valuing, taking action, and solving problems, within meaningful cultural contexts.

5.01 classify pictures and shapes under appropriate headings
5.02 arrange pictures in an appropriate sequential pattern
5.03 demonstrate understanding of principles of budgeting
5.04 identify various means of payment
5.05 demonstrate understanding of and use U.S. monetary system
5.06 identify and use standard U.S. weights and measurements
5.07 demonstrate understanding of comparison shopping
5.08 demonstrate understanding of safety and precaution measures
5.09 recognize rights/obligations as community members
5.10 demonstrate understanding of social services and options
5.11 demonstrate understanding of employment options
5.12 set goals

BEGINNING - A
Individual Student Checklist
Student-Based

Student Name	Beginning Date
Teacher Name	School and/or Site

1.0 - INTERPERSONAL COMMUNICATION (IC)

		Date Skill Mastered
1.1	writes full name legibly and spells it orally	
1.2	writes full address legibly and spells it orally	
1.3	identifies family members	
1.4	describes self and others (physical characteristics and personal traits)	
1.5	writes basic personal data (date of birth, age, sex, race, educational level, country of origin, etc.)	
1.6	writes numbers 1-1000 in manuscript and pronounces numbers	
1.7	writes and pronounces letters of the alphabet within context of vocabulary words	
1.8	addresses an envelope	
1.9	writes using abbreviations	

Teacher's Initial:_____

2.0 - SAFETY AND SECURITY (SS)

		Date Skill Mastered
2.1	demonstrates understanding of fire escape route, "stop, drop, and roll"	
2.2	demonstrates dialogue used in calling 911	
2.3	discusses ways to carry money safely	
2.4	demonstrates safe ways to walk along or in groups	

Teacher's Initial:_____

Date Skill Mastered

3.0 - HEALTH AND NUTRITION (HN)

3.1	identifies simple body parts and the five senses	_____
3.2	recognizes basic vocabulary relating to personal hygiene	_____
3.3	recognizes basic vocabulary relating to accidents, injuries, and illnesses	_____
3.4	completes simplified patient history form	_____
3.5	reads a thermometer in U. S. measuring system (understands normal/high temperature)	_____
3.6	demonstrates an understanding of procedures for filling a prescription	_____
3.7	reads and understands direction for medication and its safe storage	_____
3.8	demonstrates an understanding of the importance of medical instructions	_____
3.9	demonstrates an understanding of and discusses dangers of substance abuse and consequences of illegal use	_____
3.10	recognizes differences of services among hospitals, clinics, public health facilities, etc.	_____
3.11	demonstrates awareness of types of insurance plans and health care coverage	_____
3.12	demonstrates an understanding of basic food groups, food pyramids	_____
3.13	reads a simple restaurant menu	_____
3.14	orders a meal from a menu	_____
3.15	demonstrates using a standard cooking measurement with simple recipe	_____
3.16	recognizes differences in various types of food stores (supermarket, convenience stores, etc.)	_____

Teacher's Initials:_____

Date Skill Mastered

4.0 - TIME AND MONEY (TM)

4.1	identifies numerals zero to hundred (0-100)	_____
4.2	reads and writes the numerals for any given whole number less than 100	_____
4.3	reads and writes names for whole numbers less than 100	_____

4.4	states and writes the days of the week in consecutive order	_____
4.5	states and writes the months of the year in consecutive order	_____
4.6	states the date by month, day and year, using a calendar	_____
4.7	tells time on the hour, half-hour, quarter-hour, and in minutes	_____
4.8	identifies coins and currency of different values	_____
4.9	determines equivalent amounts of up to five dollars using coins and paper currency	_____
4.10	determines change from one dollar	_____
4.11	reads and writes numerals for money (value through 5 dollars)	_____
4.12	determines equivalent amounts of up to twenty dollars using coins and paper currency	_____
4.13	completes check or money order	_____

Teacher's Initial:_____

Date Skill Mastered

5.0 - HOUSEHOLD AND SHOPPING (HS)

5.1	understands abbreviations related to advertising of housing and uses terms related to renting or buying a residence (1st, bdr., flr., A/C., etc)	_____
5.2	reads a utility company bill	_____
5.3	identifies and explains common household problems and solutions	_____
5.4	writes and asks for assistance in the repair of household problems	_____
5.5	writes a check and money order	_____
5.6	compares prices	_____
5.7	explains differences among kinds of stores	_____
5.8	uses shopping terms (such as sale, marked-down, reduced, special sizes)	_____
5.9	recognizes taxable and non-taxable items	_____

Teacher's Initials:_____

Date Skill Mastered

6.0 - TRANSPORTATION AND TRAVEL (TT)

6.1 identifies basic vocabulary relating to automobile (parts) _____

6.2 demonstrates an understanding of the need for proper maintenance of an automobile (turns signals, lights, brakes, scheduled maintenance, etc.) _____

6.3 identifies and can use forms of public transportation (bus, tri-rail, railroad, etc.) _____

6.4 demonstrastes an understanding of the consequences of driving under the influence of alcohol, medications or illegal substances _____

6.5 identifies locations and types of schools (community schools, vocational, and private) _____

6.6 discusses safety techniques (seat belts, door locks, safest route) _____

6.7 demonstrates awareness of types of insurance plans, coverage, and costs _____

Teacher's Initials:_____

Date Skill Mastered

7.0 - GOVERNMENT AND COMMUNITY (GC)

7.1 recognizes basic citizenship vocabulary: _____
a. president b. law
c. rights d. constitution

7.2 recites the "Pledge of Allegiance" _____

7.3 demonstrates an understanding of the concept of democracy _____

7.4 recognizes "The Star Spangled Banner" as the national anthem _____

7.5 understands the history and traditions of American holidays (Thanksgiving, President's Day, Memorial Day, etc.) _____

7.6 identifies important historical persons (G. Washington, Lincoln, current President) _____

7.7 locates U.S.A. on a map _____

7.8 identifies basic directions (North, South, East and West) _____

7.9 asks for and understands simple oral directions for necessary community services _____

7.10 demonstrates ability to use a telephone (public, touch tone, rotary) and telephone book _____

7.11 uses operator assistance for local or long distance (0, area code, #)_____

7.12 uses local and long distance telephone information system and understands charges _____

7.13 understands differences between 1-800 and 1-900 numbers (uses, cost) _____

7.14 locates governmental and community agencies and businesses in local areas (school, hospital, post office, police station, fire station, clinics, stores, etc.) _____

7.15 differentiates among business, personal, "junk mail" _____

7.16 understands different postage rates for mail and packages _____

Teacher's Initials:_____

Date Skill Mastered

8.0 - THE ENVIRONMENT AND THE WORLD (EW)

8.1 recognizes basic vocabulary related to weather _____

8.2 understands basic procedures for preparing for a storm _____

8.3 demonstrates an understanding of evacuation procedures in case of natural disasters _____

8.4 demonstrates an understanding of local procedures for waste/ trash disposal and recycling _____

8.5 demonstrates an understanding of regulations concerning litter, including fines _____

8.6 identifies basic types of animals _____

8.7 compares and contrasts general cultural facts between native country and the U.S. (customs, holidays, schooling, music, food) _____

Teacher's Initials:_____

Date Skill Mastered

9.0 - EMPLOYABILITY AND CAREERS (EC)

9.1 formulates a short term educational and work goal _____

9.2 demonstrates how to phone-in sick _____

9.3 demonstrates an understanding of work schedules, time clocks and time sheets (including punctuality) _____

9.4 identifies paycheck information _____

9.5 demonstrates an understanding of emergency safety procedures _____

9.6 demonstrates safe procedures for lifting objects _____

9.7 completes income tax forms _____

9.8	receives and delivers simple oral messages	_____
9.9	demonstrates an understanding of job-related vocabulary	_____
9.10	demonstrates an awareness of employee assistance programs for substance abuse	_____
9.11	demonstrates an understanding of employer's rights (CAPE Curriculum)	_____

Teacher's Initials:_____

Date Skill Mastered

10.0 - FAMILY AND PARENTING (FP)

10.1	recognizes basic vocabulary identifying family relationships	_____
10.2	recognizes importance of communicating with child's school	_____
10.3	recognizes and responds to critical medical situations involving child	_____
10.4	recognizes importance of adequate supervision of children	_____
10.5	demonstrates support of child's academic efforts in school	_____
10.6	demonstrates support of child's extracurricular activities at school	_____
10.7	recognizes procedures for enrolling a child in school	_____

Teacher's Initials:_____

BEGINNING - B
Individual Student Checklist
Student-Based

Student Name	Beginning Date
Teacher Name	School and/or Site

1.0 - INTERPERSONAL COMMUNICATION (IC)

		Date Skill Mastered
1.1	identifies familiar relationships	
1.2	describes basic physical types and characteristics	
1.3	relates language background information	
1.4	provides personal identification	
1.5	identifies marital status	
1.6	fills out a simple form	

Teacher's Initials:_____

2.0 - SAFETY AND SECURITY (SS)

		Date Skill Mastered
2.1	locates local police number for non-emergencies	
2.2	demonstrates an understanding of crime watch in neighborhoods	
2.3	recognizes characteristics of con artists	

Teacher's Initials:_____

3.0 - HEALTH AND NUTRITION (HN)

		Date Skill Mastered
3.1	recognizes major organs of the body and their functions	
3.2	describes physical ailments to medical personnel	
3.3	identifies common diseases in the U.S.	
3.4	identifies areas of medical specialization	
3.5	inquires about the health of an individual	
3.6	completes a personal medical history form	

3.7	reads grocery ads	_____
3.8	demonstrates the use of food coupons	_____
3.9	describes the use of cooking utensils	_____
3.10	discusses meal habits (those of the United States and home country)	_____
3.11	gives instructions for a cooking process which will aid nutrition	_____

Teachers's Initials: _____

Date Skill Mastered

4.0 - TIME AND MONEY (TM)

4.1	makes appointments	_____
4.2	discusses the importance of being on time	_____
4.3	discussed times of events in the past	_____
4.4	demonstrates an understanding of banking procedures (checking, savings)	_____
4.5	demonstrates an understanding of purpose and use of safety deposit boxes	_____
4.6	demonstrates an understanding of personal loans (including the concept of interest rates)	_____
4.7	uses cardinal and ordinal numbers	_____

Teacher's Initials:_____

Date Skill Mastered

5.0 - HOUSEHOLD AND SHOPPING (HS)

5.1	requests information about available community services relative to housing areas	_____
5.2	uses the newspaper to locate housing information	_____
5.3	makes oral and written housing agreements (awareness of renter's rights and housing codes)	_____
5.4	inquires about and asks for refunds	_____
5.5	interprets clothing labels such as care and size	_____
5.6	demonstrates an understanding of credit card and layaway procedures	_____
5.7	requests and completes a loan application	_____

Teacher's Initial:_____

Date Skill Mastered

6.0 - TRANSPORTATION AND TRAVEL (TT)

6.1 role plays self-service gas station procedures _____

6.2 demonstrates an understanding of the purpose of travel agencies _____

6.3 interprets a basic road map _____

6.4 discusses vacation options including travel _____

6.5 discusses beaches, parks, and recreational areas _____

6.6 plans a car trip (is aware of motorist assistance plans) _____

Teacher's Initials: _____

Date Skill Mastered

7.0 - GOVERNMENT AND COMMUNITY (GC)

7.1 reads and recites the Pledge of Allegiance _____

7.2 identifies 3 major branches of U.S. Government _____

7.3 demonstrates knowledge of requirements for U.S. citizenship _____

7.4 demonstrates an understanding of the basic characteristics of early colonial history _____

7.5 lists the 13 original colonies _____

7.6 discusses the concept of freedom (government, religious, personal) _____

7.7 demonstrates an understanding basic facts concerning the Revolutionary War including dates, causes and results _____

7.8 identifies George Washington as Commander in Chief of the American army and the first president _____

7.9 demonstrates an understanding of the concepts in the Declaration of Independence _____

7.10 identifies Thomas Jefferson as the author of the Declaration of Independence and third president _____

7.11 identifies major signers of the Declaration of Independence _____

7.12 demonstrates an understanding of the concepts of the Bill of Rights and the Constitution of the United States _____

7.13 recognizes basic vocabulary of government _____

7.14 demonstrates the ability to mail packages at the post office (including how to insure) _____

7.15	differentiates between air mail, certified and registered mail	_____
7.16	demonstrates awareness of agencies and organizations for social services	_____

Teacher's Initials:_____

Date Skill Mastered

8.0 - THE ENVIRONMENT AND THE WORLD (EW)

8.1	describes general environmental terms	_____
8.2	compares area in which student lives to a former environment	_____
8.3	reads a simple weather map	_____
8.4	reports weather conditions based on a TV or radio forecast	_____
8.5	recognizes bodies of water	_____
8.6	describes an environmental problems and solution	_____
8.7	demonstrates an understanding of checklist in preparing for a storm	_____
8.8	identifies continents	_____
8.9	discusses current international issues	_____
8.10	demonstrates awareness of the countries and languages represented by classmates	_____

Teacher's Initials:_____

Date Skill Mastered

9.0 - EMPLOYABILITY AND CAREERS (EC)

9.1	role-plays a job interview	_____
9.2	describes environmental working conditions	_____
9.3	develops (or updates) simplified resume (one page)	_____
9.4	discusses use of Social Security card	_____
9.5	applies company policies and procedures regarding illnesses and leaves of absence	_____
9.6	describes work abilities and related skills	_____
9.7	expresses dissatisfaction at work in a constructive manner	_____
9.8	demonstrates an understanding of Grievance Procedures (CAPE Curriculum)	_____
9.9	expresses duties and responsibilities at the workplace	_____
9.10	demonstrates an understanding of the "American work ethic"	_____

9.11	understands general procedures for job reviews, advancements, promotions, evaluations	_____
9.12	sets a short term employment goal	_____

Teacher's Initials:_____

Date Skill Mastered

10.0 - FAMILY AND PARENTING (FP)

10.1	demonstrates abiity to discuss child's health (including preventative measures)	_____
10.2	discusses importance of good nutrition for proper growth	_____
10.3	recognizes importance of promoting education through involvement with child in completing homework	_____
10.4	recognizes importance of active involvement in child's after-school activities (including after-school child care)	_____
10.5	recognizes importance of reading in child's academic development	_____
10.6	models reading to a child	_____
10.7	discusses common feelings and obligations among family members	_____

Teacher's Initials:_____

ESOL
INTERMEDIATE
LEVEL A & B

INTERMEDIATE

Teacher-Based

TABE Score: 4.0-6.9 **MELT Level:** IV - VI

Skills Strand 1.0 - Listening

Effective listening at the INTERMEDIATE level is recognized as a **receptive** skill at the **emergence** stage and is defined as the student's demonstrated ability to recognize, associate, and differentiate utterances utilized to construct meaning.

1.01 identify the meanings of words with prefixes
1.02 identify the meanings of words with suffixes
1.03 identify the meanings of contractions
1.04 identify and select words in a given context
1.05 identify the meaning of plural nouns
1.06 identify the meaning of verbs denoting the past, present, or future
1.07 identify the meanings of compound words
1.08 identify the meanings of abbreviations
1.09 determine the meaning of a sentence which contains negative words
1.10 identify the meaning of comparative and superlative forms of adjectives and comparative forms of adverbs
1.11 demonstrate auditory discrimination of short and long vowels
1.12 demonstrate auditory discrimination of special vowel sounds
1.13 demonstrate auditory discrimination of "d", "t", and "ed" sounds of regular past tense verbs
1.14 demonstrate auditory discrimination between the "s" and the "z" sound
1.15 identify appropriate synonyms and antonyms
1.16 distinguish between homograph and homophones
1.17 demonstrate understanding of analogies between words
1.18 demonstrate understanding of two-word verbs in context
1.19 demonstrate understanding of common idiomatic expressions

Skills Strand 2.0 - Reading

Effective reading at the INTERMEDIATE level is recognized as a **receptive** skill at the **speech emergence** stage and is defined as a student's demonstrated ability to recognize, associate, and differentiate utterances and graphic symbols utilized to construct meaning.

2.01 determine the main idea of a paragraph
2.02 answer "who" questions about sentences or paragraphs
2.03 answer "what" questions about sentences or paragraphs
2.04 answer "where" questions about sentences or paragraphs
2.05 answer "when" questions about sentences or paragraphs
2.06 answer "which" questions about sentences or paragraphs
2.07 answer "how" questions about sentences or paragraphs
2.08 identify the order of events in a paragraph
2.09 identify the cause or effect implied in a paragraph
2.10 obtain appropriate information from a dictionary

Skills Strand 3.0 - Speaking

Effective speaking at the INTERMEDIATE level is recognized as a **productive** skill at the **speech emergence** stage, and is defined as the student's demonstrated ability to articulate speech sounds and utilize appropriate vocabulary and syntax to construct and express meaning.

3.01 reproduce short vowel sounds in a series of words
3.02 reproduce long vowel sounds in a series of words
3.03 reproduce special vowel sounds (oo-foot, o-dog, ou-cow, oi-boy)
3.04 reproduce the "d" and "ed" sounds in a series of words
3.05 reproduce one letter consonant sound in a series of words
3.06 reproduce two letter consonant blends in a series of words
3.07 demonstrate discrimination between one and two letter consonant sounds
3.08 reproduce the "j" sound in a series of words ("j" and "g")
3.09 reproduce the "k" sound in a series of words ("k" and "c")
3.10 reproduce the "s" sound in a series of words ("s" and "c")
3.11 reproduce the "z" sound in a series of words ("z" and "s")
3.12 identify commonly used symbols, abbreviations and acronyms
3.13 increase vocabulary by building on word families (buy-buyer)
3.14 react to a picture in a spontaneous three minute speech
3.15 role-play teacher in front of the class and teach or recount something
3.16 formulate a declarative sentence using regular and irregular verbs in present, past, future, past continuous, present perfect, and past perfect tenses
3.17 formulate questions using question words in (same as 3.16)
3.18 respond to questions in (same as 3.16)
3.19 formulate questions using tag endings (affirmative and negative)
3.20 initiate and follow direct and indirect commands (affirmative and negative)
3.21 use possessive pronouns appropriately in sentences
3.22 use reflexive pronouns appropriately in sentences
3.23 respond to questions using appropriate object pronouns
3.24 differentiate among "who," "whom," "which" and "that" in sentences
3.25 identify nouns of quantity
3.26 demonstrate correct usage of possessive form of nouns
3.27 demonstrate proper use of count, non-count adjectives
3.28 demonstrate ability to use comparative and superlative adjectives
3.28 formulate sentences using adjectives in expressions of equality or inequality
3.29 demonstrate ability to use comparative and superlative adverbs
3.30 distinguish between "good" and "well"
3.31 use time expressions appropriately
3.32 utilize prepositions of place, time, and manner
3.33 use modals
3.34 use indirect objects
3.35 use conjunctions

Skill Strand 4.0 - Writing

Effective writing at the INTERMEDIATE level is recognized as a **productive** skill at the **emergence** stage, and is defined as a student's demonstrated ability to legibly write symbols utilized to construct and express meaning.

4.01 complete different types of forms and applications
4.02 write declarative sentences having compound subjects and/or verbs
4.03 make subjects and verbs agree
4.04 use the appropriate forms of common regular and irregular verbs in writing
4.05 write declarative and interrogative sentences using appropriate word order
4.06 write compound declarative sentences using appropriate word order
4.07 write a paragraph giving information in support of one topic
4.08 write a paragraph using chronological order
4.09 dictate or write a friendly letter
4.10 use the proper form when writing a simple business letter
4.11 use the proper form when addressing a business envelope
4.12 write a set of simple directions

Skills Strand 5.0 - Critical Thinking

Effective thinking at the INTERMEDIATE level is recognized as a **productive** skill defined as the student's ability to use knowledge and experience for specific purposes including understanding, planning, making decisions, valuing, taking action, and solving problems within meaningful cultural contexts.

5.01 arrange pictures in an appropriate sequential pattern
5.02 classify words naming objects with similar characteristics under appropriate headings
5.03 arrange events in sequential order
5.04 generate headings for groups of words or phrases
5.05 organize information related to a single topic
5.06 discuss controversial issues analyzing positives/negatives, contrasting, and drawing logical conclusions
5.07 demonstrate an understanding of actions, gestures and non-verbal behavior in cultural context

INTERMEDIATE - A
Individual Student Checklist
Student-Based

Student Name	Beginning Date
Teacher Name	School and/or Site

1.0 - INTERPERSONAL COMMUNICATION (IC)

		Date Skill Mastered
1.0	describes a planned vacation	
1.2	writes simple description of self/others	
1.3	writes preferences for recreational/leisure activities and/or items	
1.4	demonstrates ability to classify information into logical categories	
1.5	identifies means of self-education	
1.6	discusses TV, movies, and/or theater	

Teacher's Initials:_____

2.0 - SAFETY AND SECURITY (SS)

		Date Skill Mastered
2.1	discusses means of protection for self and family (smoke detectors, alarms, etc.)	
2.2	demonstrates an understanding of how to safely secure a house or apartment against intruders	
2.3	discusses ways to protect valuable items	
2.4	demonstrates an understanding of types of crimes	
2.5	discusses ways to prevent crimes	
2.6	analyzes ways to prevent crimes	
2.7	demonstrates ways to report crimes to police	

Teacher's Initials:_____

Date Skill Mastered

3.0 - HEALTH AND NUTRITION (HN)

3.1	completes accident report forms	_____
3.2	understands medical procedures and home remedies for major and minor emergencies	_____
3.3	knows insurance company or plan, identification number and basic coverage	_____
3.4	reads and understands basic vocabulary on a warning label (poison, DO NOT TAKE..., etc.)	_____
3.5	compares and contrasts ethnic and American foods	_____
3.6	identifies foods that are nutritious	_____
3.7	interprets menus for nutrition and cost	_____
3.8	orders food in a restaurant	_____
3.9	suggests what or where to eat	_____
3.10	discusses values of specialized diets	_____
3.11	recognizes nutrition vocabulary	_____
3.12	reads and follows a detailed recipe	_____

Teacher's Initials:_____

Date Skill Mastered

4.0 - TIME AND MONEY (TM)

4.01	reads and writes the numeral for any given whole number less than 10,000	_____
4.02	reads and writes the name for any given whole numbr less than 10,000	_____
4.03	reads and writes numerals, money values through five dollars	_____
4.04	reads and writes the numeral representing any whole number less than ten million	_____
4.05	reads and writes the fractions having denominators of 2, 3, 4, 5 6, 8 10, 20, 25, 50 or 100	_____
4.06	reads and writes money values through 10,000	_____
4.07	reads and writes names for 3-digit whole numbers	_____
4.08	makes money changes appropriately	_____
4.09	demonstrates an understanding of services offered at banks	_____

4.10	defines terms used in a payroll check	_____

Teacher's Initials:_____

Date Skill Mastered

5.0 - HOUSEHOLD AND SHOPPING (HS)

5.1	understands household duties	_____
5.2	requests/restates instructions for household repairs	_____
5.3	describes methods of moving household goods	_____
5.4	interprets a basic floor plan as found in newspaper or brochure	_____
5.5	uses the newspaper to locate merchandise	_____
5.6	demonstrates the ability to purchase items from a catalog	_____
5.7	makes suggestions about the purchase of items	_____
5.8	identifies, describes and categorizes furniture according to types	_____
5.9	discusses cleaning equipment and products and their safe uses	_____
5.10	uses detailed terms to describe clothing (sleeveless, cardigan, plaid, etc.)	_____

Teacher's Initials:_____

Date Skill Mastered

6.0 - TRANSPORTATION AND TRAVEL (TT)

6.1	describes various forms of transportation and expresses preference	_____
6.2	requests information about airline travel	_____
6.3	compares air fares	_____
6.4	selects and arranges for an airline flight	_____
6.5	understands frequent flyer programs	_____
6.6	can ask for bus/train schedule information	_____

Teacher's Initials:_____

Date Skill Mastered

7.0 - GOVERNMENT AND COMMUNITY (GC)

7.1	knows basic pre-Civil War history	_____
7.2	describes the Civil War including dates, causes, and results	_____
7.3	identifies major leaders of the Civil War	_____

7.4 identifies Abraham Lincoln including his presidency and accomplishments (Gettysburg Address, Emancipation Proclamation) _____

7.5 recognizes national monuments _____

7.6 identifies the White House _____

7.7 describes the requirements and the terms of office for the duties of a. President c. U.S. Senators b. Federal Supreme Court Judges d. U.S. Representatives _____

7.8 locates significant places on a city map _____

7.9 uses a telephone directory _____

7.10 identifies locations by address _____

7.11 completes community information on a chart (agencies and services) _____

7.12 reads a telephone bill _____

7.13 reads simple newspaper articles _____

7.14 writes simple letter to the editor of a newspaper _____

7.15 demonstrates ability to send a certified letter _____

7.16 demonstrates ability to send a registered letter _____

7.17 completes post office change of address form _____

Teacher's Initials:_____

Date Skill Mastered

THE ENVIRONMENT AND THE WORLD(EW)

8.1 demonstrates ability to prepare for a hurricane or other natural disaster _____

8.2 uses vocabulary concerning environment _____

8.3 describes potential solutions to environmental problems _____

8.4 demonstrates an understanding of charts and graphs relating to the environment _____

8.5 demonstrates an understanding of basic U.S. geography _____

8.6 identifies major cities in the world _____

8.7 discusses distinctive characteristics of the countries represented by the students in the program _____

8.8 demonstrates multicultural awareness and sensitivity _____

Teacher's Initials:_____

		Date Skill Mastered
9.0 - EMPLOYABILITY AND CAREERS (EC)		
9.1	uses a variety of resources to locate jobs	_____
9.2	completes a job application	_____
9.3	describes level of training/education needed for various jobs	_____
9.4	demonstratres an understanding of job tasks	_____
9.5	demonstrates an understanding of a performance review	_____
9.6	sets long-term goals for employment	_____
		Teacher's Initials:_____
		Date Skill Mastered
10.0 - FAMILY AND PARENTING (FP)		
10.1	demonstrates the ability to discuss consequences of substance abuse with child (at appropriate level for age of child)	_____
10.2	demonstrates an understanding of benefits of presenting a positive role model for children through establishment of educational goals	_____
10.3	recognizes the importance of providing accurate information to middle and high school age children about the consequences of teenage pregnancy	_____
10.4	demonstrates the ability to respond to child's educational needs through initiation of contact with teacher, counselor, principal, etc.	_____
10.5	demonstrates the importance of literacy by reading at home	_____
10.6	discusses roles of different family members	_____
10.7	compares cultural differences in roles and behaviors of family members	_____
		Teacher's Initials:_____

INTERMEDIATE - B
Individual Student Checklist
Student-Based

Student Name	Beginning Date
Teacher Name	School and/or Site

1.0 - INTERPERSONAL COMMUNICATION (IC)

		Date Skill Mastered
1.0	relates social intentions clearly	
1.2	demonstrates the ability to make suggestions to friends and/or family	
1.3	demonstrates the ability to give personal advice to friends and/or family	
1.4	expresses feelings verbally in a culturally acceptable manner	
1.5	states preferences clearly for social interaction	
1.6	uses and responds to polite expressions such as "please", excuse me," etc.	
1.7	answers incoming calls and takes messages	
1.8	utilizes telephone or directory for local and long distance calls	

Teacher's Initials:_____

2.0 - SAFETY AND SECURITY (SS)

		Date Skill Mastered
2.1	relates and analyzes home safety problems	
2.2	demonstrates an understanding of and acts upon public information relative to natural disasters	

Teacher's Initials:_____

3.0 - HEALTH AND NUTRITION (HN)

		Date Skill Mastered
3.1	demonstrates an understanding of types of insurance plans	
3.2	fills out a medical insurance claim form	
3.3	demonstrates knowledge about the importance of exercise relative to health and aging	

3.4	demonstrates knowledge of the steps in administering CPR	_____
3.5	compares and contrasts illnesses and diseases	_____
3.6	recognizes types of food relative to their packaging (canned, fresh, frozen, etc.)	_____
3.7	contrasts food labels	_____
3.8	demonstrates knowledge of how to do comparison shopping for food items	_____
3.9	identifies and uses various cooking utensils	_____
3.10	follows directions from a recipe	_____
3.11	reads and orders from a menu	_____

Teacher's Initials: _____

Date Skill Mastered

4.0 - TIME AND MONEY (TM)

4.1	describes types of banks	_____
4.2	demonstrates an understanding of savings plans and types of investments such as savings accounts, bonds, certificates of deposit, annuities, etc.	_____
4.3	role-plays the use of an automatic teller machine	_____
4.4	completes an application for a credit card	_____

Teacher's Initials: _____

Date Skill Mastered

5.0 - HOUSING AND SHOPPING (HS)

5.1	writes a short letter of request or complaint to landlord	_____
5.2	demonstrates knowledge about subletting a leased home	_____
5.3	describes shopping options	_____
5.4	interprets warranty information	_____
5.5	analyzes purchasing information	_____

Teacher's Initials: _____

Date Skill Mastered

6.0 - TRANSPORTATION AND TRAVEL (TT)

6.1	asks for and gives directions	_____
6.2	uses schedules for travel information	_____
6.3	recognizes and identifies common road signs	_____
6.4	demonstrates an understanding of driving regulations	_____
6.5	demonstrates an understanding of driving regulations	_____

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6.6	plans a car trip	_____
6.7	obtains appropriate information from road maps	_____
6.8	responds to police officer when being stopped for a violation	_____
6.9	identifies parts of a car	_____
6.10	identifies different types of cars	_____
6.11	demonstrates an understanding of basic maintenance of an automobile	_____
6.12	demonstrates knowledge of the steps in applying for and obtaining a driver's license	_____
6.13	completes an application form for auto insurance	_____

Teacher's Initials: _____

Date Skill Mastered

7.0 - GOVERNMENT AND COMMUNITY (GC)

7.1	completes a census form (if applicable)	_____
7.2	demonstrates an understanding of the rights and responsibilities of owning a gun (including penalties for owners of guns which injure or kill minors)	_____
7.3	demonstrates an understanding of trial by a jury	_____
7.4	identifies persons in a court of law (judge, jury, lawyers, etc.)	_____
7.5	demonstrates an understanding of and discusses major concepts of U.S. history from the Civil War to the present	_____
7.6	demonstrates an understanding of how bills become laws	_____
7.7	demonstrates an understanding of election process	_____
7.8	demonstrates an understanding of order of succession to presidency	_____
7.9	demonstrates an understanding of the concept of a "veto"	_____
7.10	relates the difference between state and federal law	_____
7.11	demonstrates knowledge of the procedure for adding an amendment to the Constitution	_____
7.12	demonstrates knowledge of the number of amendments and their purposes	_____
7.13	reviews the Presidents of the United States	_____
7.14	reviews the states and their capitals	_____
7.15	reviews basic 100 questions for citizenship exam	_____
7.16	locates information about educational services for self and/or family	_____
7.17	requests information from a community organization or business	_____

7.18 discusses alternative solutions to a community problem _____

Teacher's Initials: _____

Date Skill Mastered

8.0 - THE ENVIRONMENT AND THE WORLD (EW)

8.1 demonstrates knowledge of the effects of pollution _____

8.2 demonstrates knowledge of about solid wastes and recycling _____

8.3 demonstrates knowledge about uses and dangers of pesticides _____

8.4 examines and evaluates current environmental issues _____

8.5 demonstrates an understanding of basic geography of Florida _____

8.6 expands knowledge of world geography _____

8.7 expands knowledge of world cultures _____

8.8 expands knoweldge of current global issues _____

Teacher's Initials: _____

Date Skill Mastered

9.0 - EMPLOYABILITY AND CAREERS (EC)

9.1 communicates with supervisor and co-workers regarding work related tasks and problems _____

9.2 knows how to complete self-evaluation after an interview _____

9.3 demonstrates an understanding of work performance evaluations _____

9.4 demonstrates an understanding of the concept of job advancement including job postings and vacant listings _____

9.5 competes a resume which includes references _____

9.6 understands the "Right to Know" law _____

9.7 discusses worker's rights (compensation, unionization, right to work, etc.) Refer to CAPE curriculum _____

Teacher's Initials: _____

Date Skill Mastered

10.0 - FAMILY AND PARENTING (FP)

10.1 demonstrates an understanding of the responsibilities of parenting supervision, involvement with educational program, health, etc.) _____

10.2 demonstrates an understanding of the importance of and maintains positive communication with child(ren) _____

10.3 supports child's effort in school through setting of educational goals, communication with school personnel and assistance with homework _____

10.4 compares child rearing practices in U.S. with those in student's former country _____

10.5 discusses solutions to cross-generational differences among parents, grandparents, and children _____

Teacher's Initials: _____

ESOL
ADVANCED
LEVEL

ADVANCED

TABE Score: 7.0 - 8.9 **MELT Level:** VII - IX

Skills Strand 1.0 - Listening

Effective listening at the ADVANCED level is recognized as a receptive skill at the intermediate fluency stage and is defined as the student's demonstrated ability to have very good oral comprehension of the spoken word.

		Date Skill Mastered
1.01	demonstrates good comprehension in face to face conversation	_____
1.02	demonstrates good comprehension of telephone conversation	_____
1.03	demonstrates good comprehension of classroom lectures	_____
1.04	demonstrates good comprehension of materials read aloud	_____
1.05	interprets TV news	_____

Teacher's Initials:_____

Skill Strand 2.0 - Reading

Effective reading at the ADVANCED level is recognized as a receptive skill at the intermediate fluency stage and is defined as the students' demonstrated ability to have very good comprehension of the written material.

		Date Skill Mastered
2.0	identifies the meanings of words in context using example clues	_____
2.1	identifies the meanings of words in context using direct explanation clues	_____
2.2	identifies the meanings of words in context using synonym clues	_____
2.3	identifies the meanings of words in context using comparison and contrast clues	_____
2.4	identifies the pronoun referent in a sentence or paragraph	_____
2.5	identifies the main idea implied in a paragraph	_____
2.6	identifies the cause or effect implied in a paragraph	_____
2.7	identifies an appropriate conclusion or generalization for a paragraph	_____
2.8	distinguishes between real and unreal actions or events in a paragraph	_____
2.9	distinguishes between fact and opinions in a paragraph	_____
2.10	obtains appropriate information from pictures, maps or signs	_____

2.11	obtains appropriate information from diagrams, tables, graphs or schedules	_____
2.12	obtains appropriate information from indexes, tables of contents, and dictionary entries	_____
2.13	obtains appropriate information from commonly used forms	_____
2.14	identifies the appropriate sources to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers	_____
2.14	demonstrates ability to read and interpret a newspaper	_____

Teacher's initials:_____

Skill Strand 3.0 - Speaking

Effective speaking at the ADVANCED level is recognized as a **productive** skill at the **intermediate fluency** stage and is defined as the student's demonstrated ability to articulate sounds and utilize appropriate vocabulary and syntax to express meaning with only complex errors in speech.

		Date Skill Mastered
3.01	expresses correctly frequently mispronounced consonant combinations, such as "th," "ng," "wh," "ph," and "gh."	_____
3.02	expresses correctly vowel/diphthong sounds, such as "ea" and "ou," which have several pronunciations	_____
3.03	expresses correctly pronunciation of final "s," final "ed" and contractions	_____
3.04	reproduces words in American English that are foreign in origin	_____
3.05	speaks clearly so as to be understood by native English speakers	_____
3.06	demonstrates the ability to make suggestions to friends and/or family	_____
3.07	expresses feelings verbally (happiness, sadness, appreciation, sympathy, regrets, etc.) in a culturally acceptable manner	_____
3.08	demonstrates ability to give information clearly by telephone	_____
3.09	tell a joke or an amusing story	_____
3.10	expresses personal opinions and states preferences related to current events and social issues	_____
3.11	describes malfunctions of an automobile and knows how to obtain car repairs	_____
3.12	prepares and describes a trip itinerary, including alternate transportation arrangements	_____

3.13	gives clear directions to local landmarks	_____
3.14	clearly requests household repairs	_____
3.15	discusses means of protection for self and family (smoke detectors, alarms, etc.)	_____
3.16	presents an oral report	_____
3.17	performs role-play activities	_____
3.18	defines terms involving natural disasters (hurricanes, earthquakes, twisters)	_____
3.19	demonstrates ability to communicate information regarding assault, theft and rape	_____
3.20	utilizes synonyms, antonyms and homonyms	_____
3.21	determines analogous relationships between two words	_____
3.22	utilizes two-word verbs in context	_____
3.23	recognizes and uses common idiomatic expressions	_____
3.24	communicates properly using troublesome verbs (sit/set, raise/rise, lay/lie)	_____
3.25	increases vocabulary by building on word families: (buy/buyer)	_____

Teacher's Initials:_____

Skill Strand 4.0 - Writing

Effective writing at the ADVANCED level is recognized as a **productive** skill in the **intermediate fluency** stage and is defined as the student's demonstrated ability to legibly write symbols utilized to construct and express meaning with complex sentence structure.

		Date Skill Mastered
4.01	proofreads for spelling	_____
4.02	spells months of the year, days of the week, and numbers	_____
4.03	spells words needed in writing through grade eight	_____
4.04	spells commonly used "consumer" words	_____
4.05	spells commonly used "survival" words	_____
4.06	applies generalizations for adding common suffixes	_____
4.07	uses a period or question mark to punctuate simple declarative or interrogative sentences, respectively	_____
4.08	uses a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.)	_____

4.09	uses a comma between cities and states and between the day of the month and the year	_____
4.10	uses a comma after the greeting and after the closing of a friendly letter	_____
4.11	uses an apostrophe to form contractions	_____
4.12	uses a comma to separate words in a series	_____
4.13	uses a comma to set proper names in direct address	_____
4.14	uses an apostrophe to show the possessive of nouns	_____
4.15	capitalizes the first letters in the names of persons	_____
4.16	capitalizes a simple greeting and the first word of the closing of a letter	_____
4.17	capitalizes common titles (Mr., Mrs., etc.)	_____
4.18	capitalizes proper adjectives	_____
4.19	writes detailed description of self/others	_____
4.20	writes simple letter to the editor of a newspaper	_____
4.21	reviews basic tenses and uses them in writing	_____
4.22	demonstrates proper use of all perfect tenses	_____
4.23	changes sentences from active to passive voice	_____
4.24	demonstrates use of the future-possible, the present-unreal and the past-unreal conditional tenses	_____
4.25	changes sentences from the present to the perfect form of modals (example: present form = must go; perfect form = must have gone)	_____
4.26	writes a story by using indirect speech	_____
4.27	properly punctuates a paragraph	_____
4.28	writes a creative composition of approximately 200 words	_____
4.29	writes a formal business letter requesting information and/or sample of a product	_____
4.30	writes a job resume	_____
4.31	writes a suggestion to improve a work-related procedure	_____

Teacher's Initials:_____

ESOL PRE-GED

Adapted from
State of Florida Department of Education
Adult ESOL Curriculum Development Project

THE ESOL PRE-GED CURRICULUM

The ultimate goal of an adult education program is to assist students to master both the survival/life coping skills and the cognitive academic proficiency skills necessary to function successfully in society. The ESOL Literacy and ESOL Survival/Coping Skills Programs prepare students to meet their basic needs in daily life including such areas as finding and maintaining a job, shopping, banking, driving, and participating in the education of their children. These survival/coping skills are referred to as Basic Interpersonal Communication Skills (BICS). BICS are a priority for students mastering the basic skills necessary to attain basic and functional literacy. As such they have the highest priority for ESOL students. According to *Florida School Law*, 1993 Edition, page 280, Statute 239.301 (2), the following are the Florida priorities for Adult General Education:

1. The basic skills necessary to attain basic and functional literacy.
2. A high school diploma or successfully complete the general educational development test.
3. An education foundation that will enable them to become more employable, productive, and responsible citizens.

The ESOL Pre-GED Curriculum is designed to assist students to make a successful transition from the ESOL Survival/Coping Skills program or BICS to the cognitive academic skills necessary to pass the General Educational Development (GED) Test and receive a State of Florida High School Diploma. This is part of the second priority for ESOL students enrolling in programs. The goal of the ESOL Pre-GED Curriculum is to assist students in developing Cognitive Academic Language Proficiency (CALP) by familiarizing them with the terms, concepts and skills needed to participate in a GED preparation program with native speakers of English.

The ESOL Pre-GED Curriculum Levels 1 and 2 focus on general academic language skills. They equate roughly to the competencies of the E level of the Tests of Adult Basic Education (TABE). An academic focus is introduced in the skill areas of listening, speaking, reading and writing in both the social and academic areas with the infusion of culture throughout the curriculum. Each skill is reviewed and expanded with the level of difficulty increasing as the student progresses through the levels. Higher level skills including critical thinking are taught throughout the ESOL Pre-GED Curriculum in order to fully and continually develop Cognitive Academic Language Proficiency.

The ESOL Pre-GED Curriculum Levels 3 and 4 focus on content area academic language skills and equate roughly to the competencies of the M Level of the TABE. The skill areas are the same as Levels 1 and 2 and include listening, speaking, reading and writing in both social and academic settings with the infusion of culture throughout the curriculum. Each skill is reviewed and expanded with the level of difficulty increasing as the student progresses through the levels. Higher level skills including critical thinking are taught throughout the ESOL Pre-GED Curriculum in order to fully and continually develop Cognitive Academic Language Proficiency.

The ESOL Pre-GED Curriculum Levels 3 and 4 focus on content area academic language skills and equate roughly to the competencies of the M Level of the TABE. The skill areas are the same as Levels 1 and 2 and include listening, speaking, reading and writing in both social and academic settings with the infusion of culture throughout the curriculum. However, at these levels the skills focus on the content areas which include literature, social studies, science and mathematics. Levels 3 and 4 are designed to develop basic vocabulary and concepts specific to the content areas in preparation for participation in the regular GED program with native speakers of English.

Similar curriculum competencies were written across the curriculum with the level of difficulty increasing as students progress through the levels. This is done to provide consistency by constantly reviewing and building skills. Thus a spiraling effect is achieved.

The ESOL Pre-GED Curriculum does not supplant or replace participation in a GED preparation program for ESOL students. Rather, it prepares ESOL students to successfully participate in the GED preparation program by providing the academic skills necessary to make the transition using ESOL teaching strategies in a familiar ESOL classroom setting rather than an Adult Basic Education (ABE) self-study laboratory setting. Thus the ESOL Pre-GED Curriculum assists students to develop both functional literacy skills and academic language proficiency needed to continue their quest for a high school diploma or successful completion of the GED test.

Pre-GED ESOL LEVEL 1

Student Name	Beginning Date
Teacher	School/Site

		Date Skill Mastered
1.1	demonstrates appropriate U.S. cultural awareness regarding classroom conduct	
1.2	expresses need for verbal clarification and signals when message has been understood	
1.3	demonstrates use of grammar and spelling appropriate to Level 1 materials	
1.4	uses a dictionary to locate words and a thesaurus to locate synonyms and antonyms	
1.5	follows basic oral and/or written instructions	
1.6	demonstrates ability to understand and use table of contents, introduction, headings, and index of a textbook	
1.7	demonstrates ability to skim and scan text for information	
1.8	uses context to comprehend the meaning of new vocabulary words, abbreviations, and symbols	
1.9	divides a paragraph into thought groups in order to increase speed and comprehension of Level 1 materials	
1.10	reads and discusses a Level 1 reading and answers yes/no, either /or, true/false, and simple wh-questions	
1.11	demonstrates use of tag questions to maintain conversational flow	
1.12	demonstrates use of appropriate intonation patterns for yes/no, either/or, wh-questions, statements, and exclamations	
1.13	recognizes and uses idioms appropriately	
1.14	listens to, discusses, and summarizes segments from radio or television	

		Date Skill Mastered
1.15	listens to and writes a dictation based on appropriate Level 1 materials	_____
1.16	listens to a short lecture, answers questions, and forms yes/no, true/false, and wh-questions about it	_____
1.17	uses appropriate pronunciation for accented and unaccented two syllable words	_____
1.18	makes an oral presentation paraphrasing a simple newspaper article or discussing customs and facts about a country	_____
1.19	identifies the topic sentence, main idea, and supporting details in a Level 1 reading passage	_____
1.20	identifies the main characters in a Level 1 reading passage	_____
1.21	demonstrates appropriate use of writing mechanics including capitalization, punctuation, titles, indentation, and margins	_____
1.22	uses critical thinking skills to plan and express written ideas	_____
1.23	plans, organizes, and writes a descriptive paragraph including topic sentence, supporting details, and conclusion	_____
1.24	demonstrates ability to read a newspaper article and write a summary	_____
1.25	demonstrates ability to edit and revise a descriptive paragraph	_____
1.26	uses a map and/or atlas to locate countries, states, counties, cities, and capitals of the U.S.	_____
1.27	locates an entry in an encyclopedia, takes notes, and writes an outline	_____
1.28	constructs footnotes and citations	_____
1.29	reads and demonstrates understanding of written testing instructions and time limitations	_____
1.30	reads and interprets basic graphics appropriately	_____
1.31	reads whole numbers and demonstrates understanding of place value and appropriate comma/decimal use	_____
1.32	adds and subtracts numbers, including carrying and borrowing	_____
1.33	demonstrates understanding and use of multiplication tables	_____
1.34	demonstrates understanding and use of estimation in division	_____

		Date Skill Mastered
1.35	demonstrates understanding and use of simple division with remainders	_____
1.36	adds, subtracts, multiplies, and divides using a calculator	_____
1.37	demonstrates ability to calculate averages	_____
1.38	demonstrates ability to use linear measurements including inches, feet, yards, miles and equivalent metrics	_____
1.39	demonstrates ability to measure length, width, height and weight	_____
1.40	demonstrates appropriate application of Level 1 math skills in word problems	_____

Pre-GED ESOL LEVEL 2

Student Name	Beginning Date
Teacher	School/Site

		Date Skill Mastered
2.1	demonstrates appropriate cultural awareness for formal and informal situations	
2.2	expresses need for clarification and asks for redirection	
2.3	demonstrates use of grammar and spelling appropriate to Level 2 materials	
2.4	uses a dictionary to identify parts of speech, definitions, and pronunciation	
2.5	applies oral and written instructions	
2.6	demonstrates ability to use glossary, index, and footnotes	
2.7	recognizes and restates the sequence of events in a Level 2 reading passage	
2.8	distinguishes fact from opinion and draws conclusions using a Level 2 reading passage	
2.9	identifies the main idea, topic sentence, and supporting in a Level 2 reading	
2.10	reads and summaries newspaper and magazine articles and Level 2 readings	
2.11	demonstrates use of devices to maintain conversation flow	
2.12	uses appropriate pronunciation for accented and unaccented three-syllable words	
2.13	demonstrates the use of appropriate pronunciation of endings for plurals	
2.14	recognizes and uses idioms appropriately	

		Date Skill Mastered
2.15	describes the role of the main characters in a Level 2 reading passage	
2.16	listens to a short lecture modeled by the teacher, tape or interactive video; takes notes; extracts the main idea; and draws conclusions	
2.17	listens to a segment from radio or television and writes a summary	
2.18	writes a summary of a newspaper or magazine article	
2.19	gives an oral presentation summarizing a newspaper or magazine article and expressing an opinion	
2.20	uses critical thinking skills to plan and express written ideas	
2.21	uses information from an encyclopedia or magazine to develop a paragraph on a specific topic	
2.22	plans, organizes, and writes a paragraph to compare and contrast	
2.23	demonstrates ability to write a narrative paragraph using a topic sentence, supporting details, and conclusion	
2.24	demonstrates ability to edit and revise comparative and narrative paragraphs	
2.25	answers short essay test questions using complete sentences	
2.26	uses a map and/or atlas to locate rivers, lakes, mountain ranges, deserts, and special points of interest	
2.27	reads two charts/graphs and compares the information	
2.28	demonstrates ability to understand and use fractions	
2.29	demonstrates ability to reduce fractions	
2.30	demonstrates ability to use percentages and decimals	
2.31	calculates percentages and decimals using a calculator	
2.32	demonstrates ability to divide with decimals	
2.33	identifies angles and shapes	
2.34	demonstrates ability to convert inches, feet, yards, miles to centimeters, meters and kilometers	
2.35	demonstrates ability to convert Fahrenheit to Celsius	
2.36	applies Level 2 math skills in word problems	

Pre-GED ESOL LEVEL 3

Student Name	Beginning Date
Teacher	School/Site

		Date Skill Mastered
3.1	demonstrates understanding of appropriate body language in social settings	
3.2	expresses need for clarification by paraphrasing and/or reiterating	
3.3	demonstrates use of standard grammar and spelling appropriate to Level 3 materials	
3.4	identifies uses and differentiates between synonyms, antonyms, homonyms, and homophones	
3.5	demonstrates and uses a pronunciation key	
3.6	reads and follows written instructions on a standardized test (e.g. Test of Adult Basic Education [TABE])	
3.7	explains or paraphrases the sequence of events in a science experiment, historical, and/or current event	
3.8	explains the content of a newspaper or magazine article and dictates the outcome	
3.9	demonstrates the appropriate pronunciation and use of contractions and reductions	
3.10	demonstrates appropriate use of linking sounds	
3.11	recognizes and uses idioms appropriately	
3.12	explains and discusses the content of segments from radio or television and predicts the outcome	
3.13	gives an oral presentation on a topic and uses cause and effect or persuasive argument (approximately 4-6 minutes in length)	
3.14	demonstrates use of critical thinking skills to draw conclusions, make inferences, predict results	

		Date Skill Mastered
3.15	demonstrates ability to skim and scan text for information	
3.16	compares and contrasts the relationship among characters in a reading selection	
3.17	states the main idea in a content area reading	
3.18	demonstrates the ability to read and write a synopsis and/or a chapter review in a Level 3 text	
3.19	uses a computerized library card catalog	
3.20	locates materials and documents in a library to gather research on a topic	
3.21	develops an outline for a report and writes a rough draft	
3.22	writes a short report using information from a minimum of two sources including footnotes and bibliography	
3.23	demonstrates ability to edit and revise cause and effect/ persuasive essays and reports	
3.24	demonstrates ability to take notes from academic lectures or revise them for clarity	
3.25	answers essay test questions fully using two or more paragraphs	
3.26	plans, organizes, and writes a cause and effect essay which includes an introduction, body, and conclusion	
3.27	plans, organizes, and writes a persuasive essay including an introduction, body, and conclusion	
3.28	uses a legend key to interpret a map and/or atlas	
3.29	reads a line graph and projects the outcome	
3.30	demonstrates ability to use mixed fractions	
3.31	demonstrates ability to calculate U.S. currency exchanges	
3.32	demonstrates ability to calculate area, volume, and density	
3.33	demonstrates ability to use proportions and ratios	
3.34	demonstrates ability to add, subtract, multiply, and divide positive and negative numbers	
3.35	demonstrates ability to calculate square roots, positive and negative numbers, area, volume, and density using a calculator	
3.36	demonstrates application of Level 3 math skills in word problems	

Pre-GED ESOL LEVEL 4

Student Name	Beginning Date
Teacher	School/Site

		Date Skill Mastered
4.1	demonstrates appropriate body language and U.S. cultural mannerisms as pertain to career settings	
4.2	uses appropriate verbal language to achieve career advancement	
4.3	evaluates personal skills and sets educational and career goals	
4.4	completes a job application	
4.5	plans, organizes, and writes a resume and cover letter for employment using appropriate format	
4.6	recognizes and uses idioms	
4.7	uses appropriate stress patterns in phrases and sentences	
4.8	uses appropriate intonation patterns for statements, exclamations and questions	
4.9	listens, discusses, and critiques a political speech or commentary from radio or television (approximately 10-15 minutes in length)	
4.10	reads, discusses and critiques newspaper and/or magazine articles relating to content areas	
4.11	demonstrates use of standard grammar and spelling appropriate to Level 4 materials	
4.12	identifies words with prefixes, suffixes, and roots using dictionary assistance	
4.13	analyzes the sequence of events and predicts the outcome of a current event, science experiment, and/or health care issue	

		Date Skill Mastered
4.14	reads approximately 250 words per minute with 90% comprehension accuracy from appropriate Level 4 reading materials	_____
4.15	distinguishes and describes tone and mood in a piece of literature, poetry, or drama	_____
4.16	analyzes the relationship between major and minor characters in a reading selection	_____
4.17	listens to and takes notes from an academic lecture or television documentary, revises for clarity, and answers essay questions on topic	_____
4.18	answers test questions by writing a complete essay which includes introduction, body, and conclusion	_____
4.19	understands and applies test-taking strategies for the G.E.D. practice test	_____
4.20	plans, organizes, and writes an essay of controversy or opposing viewpoints including introduction, body, and conclusion	_____
4.21	uses a thesaurus to expand word choice for writing by selecting appropriate synonyms	_____
4.22	demonstrates ability to edit and revise an essay	_____
4.23	plans, organizes, and debates an issue as part of a team	_____
4.24	plans, locates, and documents information for a research report	_____
4.25	develops an outline for a 450-1000 word report	_____
4.26	writes a draft for a 450-1000 word report on a topic including research from a minimum of 3 sources	_____
4.27	uses appropriate bibliographical form	_____
4.28	edits and revises a draft of a 450-1000 word report	_____
4.29	completes a final research report of 450-1000 report	_____
4.30	uses a map and/or atlas to plan a trip by determining distance, direction, and time between two points	_____
4.31	constructs a graph based on given information using a computer application or other means	_____
4.32	demonstrates ability to add simple equations with one unknown variable	_____

		Date Skill Mastered
4.33	demonstrates ability to subtract simple equation with one unknown variable	_____
4.34	demonstrates ability to multiply one unknown variable	_____
4.35	demonstrates ability to divide one unknown variable	_____
4.36	demonstrates ability to solve simple equations with a fraction as part of the unknown variable	_____

SELECTED ADULT ESOL MATERIALS

Pre-GED Level 1

BASIC ESOL TEXTS

Perspectives 2000 Level 1 Heinle & Heinle Newbury House Publishers
An integrated skills/holistic approach including listening, speaking, reading, writing, grammar, pronunciation and culture as well as a testing package

Side By Side Level 4 Prentice Hall Regents
A communicative ESOL series including listening, speaking, reading, writing as well as a video

Spectrum Book 5 Prentice Hall Regents
A communicative integrated skills approach including listening, speaking, reading, writing grammar, pronunciation, culture and a testing package

CONTENT SKILLS

Building Bridges Book 1 Heinle & Heinle Newbury House Publishers
Content (English, Math, Social Studies, and Science) and learning strategies for ESL

Time: We the People National Textbook Company
Topics include Lifestyles, Education, Environment, Science & Technology, Health, Sports, and Entertainment, ets.

COMBINED SKILLS

In English Volume V Video Language Products
Video cassette and student workbook

Reading for a Reason Prentice Hall Regents
A reading and vocabulary textbook

Weaving It Together Book 1 Heinle & Heinle Newbury House Publishers
A reading and writing skills book

LISTENING/SPEAKING

Look Who's Talking! Prentice Hall Regents
Activities for group interaction

Pre-GED Level 1

MUSIC, DRAMA, POETRY, JAZZ CHANTS

American Music Addison-Wesley Longman Publishing Group
An introduction to American popular music from jazz to rock

Carolyn Graham Turn of the Century Songbook Prentice Hall Regents

Grammarchants Oxford University Press

Jazz Chants Oxford University Press
Practice stress and intonation

Small Talk Oxford University Press
Collection of jazz chants featuring music performed by world-famous jazz musicians

READING AND LITERATURE

Contact U.S.A. Prentice Hall Regents
A reading and vocabulary building textbook

English a la Cartoon National Textbook Company

Longman Classics Addison-Wesley Longman Publishing Group
Adapted classics at 500 - 1800 word vocabularies
Stage 1 (500 words)
Stage 2 (900 words)

Night and Day Prentice Hall Regents

Short Classics Steck Vaughn Company

World Folktales National Textbook Company
18 stories from around the world that explore culture experiences

WRITING

The Process of Paragraph Writing, 2nd Edition Prentice Hall Regents
Collaborative and group writing assignments for step-by-step process of writing

10 Steps Prentice Hall Regents
Controlled composition

Pre-GED Level 1

IDIOMS

101 American English Idioms National Textbook Company

Take It Easy Prentice Hall Regents

GRAMMAR

Grammar Work 5 Prentice Hall Regents
English grammar exercises in context

Language Exercises Review Steck Vaughn Company
Grammar exercises

PRONUNCIATION

Phrase by Phrase Prentice Hall Regents
Listening and pronunciation activities, cassette available

Sounds and Rhythm Prentice Hall Regents
Provides practice in the sounds, rhythm, and intonation of American English, cassette available

STUDY SKILLS

Advanced Activities for English Language Learners National Textbook Company
Blackline masters of supplemental skills-building activities

DICTIONARIES

Longman Dictionary of American English Addison-Wesley Longman Publishing Group
Monolingual dictionary designed for ESOL students

MATH

Coming Together Book 1 Prentice Hall Regents
Integrates Math and Language

On your Own Cambridge Prentice Hall Regents
Pre-GED basic Math

Test Ready Book 2 & 3 Curriculum Associates
Skills Building for Standardized Testing

SELECTED ADULT ESOL MATERIALS

Pre-GED Level 2

BASIC ESOL TEXTS

Perspectives 2000 Level 2 Heinle & Heinle Newbury House Publishers
An integrated skills/holistic approach including listening, speaking, reading, writing, grammar, pronunciation and culture as well as a testing package

Spectrum Book 6 Prentice Hall Regents
A communicative integrated skills approach including listening, speaking, reading, writing grammar, pronunciation, culture and a testing package

CONTENT SKILLS

Building Bridges Book 2 Heinle & Heinle Newbury House Publishers
Content (English, Math, Social Studies, and Science) and learning strategies for ESL

COMBINED SKILLS

ABC News Intermediate ESL Video Library (The "Watch Series") Prentice Hall Regents
Business Watch, Culture Watch, Earth Watch, Health Watch, Innovation Watch, etc.

Perspectives Heinle & Heinle Newbury House Publishers
A reading & vocabulary building textbook

Time: Reaching for Tomorrow National Textbook Company
42 illustrated articles that cover contemporary issues, Audiocassettes available

Weaving It Together Book 2 Heinle & Heinle Newbury House Publishers
A reading and writing skills book

LISTENING/SPEAKING

Look Who's Talking! Prentice Hall Regents
Activities for group interaction

Springboards Addison-Wesley Longman Publishing Group
Spoken communication

Pre-GED Level 2

MUSIC, DRAMA, POETRY, JAZZ CHANTS

Carolyn Graham Turn of the Century Songbook Prentice Hall Regents

Jazz Chants Oxford University Press
Practice with stress and intonation

READING AND LITERATURE

Great American Stories 2 Prentice Hall Regents
Adapted reading in literature

Great Unsolved Mysteries Steck Vaughn Company
High-interest stories

Unusual Stories from Many Lands Prentice Hall Regents
Multicultural reading & vocabulary building textbook

WRITING

Basic Writing Prentice Hall Regents
A text designed for students whose writing skills are weaker than their language skills

Comp One! Prentice Hall Regents
Provides a series of progressive lessons in sentence mechanics, grammar, rhetorical patterns, and spelling

Please Write! Prentice Hall Regents
Leads students from sentences to a five-paragraph composition

26 Steps Prentice Hall Regents
Provides practice in controlled composition

Pre-GED Level 2

IDIOMS

Food for Thought Scott Foresman

Let's Talk Turkey Scott Foresman

What's Up? Prentice Hall Regents
Student book

GRAMMAR

English Connections Book 2 Contemporary Books

Graded exercises in English Prentice Hall Regents

Grammar in Action 3 Heinle & Heinle Newbury House Publishers

PRONUNCIATION

English Pronunciation for Spanish Speakers Prentice Hall Regents
Pronunciation exercises appropriate for all students not only Spanish speakers

Pronunciation Exercises in English Prentice Hall Regents
The sounds and structures of English set to the music of favorite American songs

DICTIONARIES

Longman Dictionary of American English Addison-Wesley Longman Publishing Group
Monolingual dictionary designed for ESOL students

STUDY SKILLS

Advanced Activities for English Language Learners National Textbook Company
Blackline masters of supplemental skills-building activities

Basic Study Skills for Academic Success Linmore Press

Developing Reading Strategies Steck Vaughn Company

Pre-GED Level 2

MATH

Coming Together Book 2 Prentice Hall Regents
Integrates Math and Language

On your Own Cambridge Prentice Hall Regents
Pre-GED basic Math

Test Ready Book 2 & 3 Curriculum Associates
Skills Building for Standardized Testing

SELECTED ADULT ESOL MATERIALS

Pre-GED Level 3

BASIC ESOL TEXTS

Perspectives 2000 Level 3 Heinle & Heinle Newbury House Publishers
An integrated skills/holistic approach including listening, speaking, reading, writing, grammar, pronunciation and culture as well as a testing package

PRE-GED BASIC TEXTS

Connections Steck Vaughn Company
Reading & Social Studies, Life Skills, Writing, Reading & Literature

On Your Own Cambridge Prentice Hall Regents
Reading, Writing, Grammar

CONTENT SKILLS

Building Bridges Book 3 Heinle & Heinle Newbury House Publishers
Content (English, Math, Social Studies, and Science) and learning strategies for ESL

Time: Reaching for Tomorrow National Textbook Company
42 illustrated articles that cover contemporary issues, Audiocassettes available

COMBINED SKILLS

American Picture Show Prentice Hall Regents
A listening comprehension & reading text based on selected movies

Weaving It Together Book 3 Heinle & Heinle Newbury House Publishers
A reading and writing skills book

LISTENING/SPEAKING

Springboards Addison-Wesley Longman Publishing Group

Stories from Lake Wobegon Addison-Wesley Longman Publishing Group
Advanced Listening and Conversations Skills

Pre-GED Level 3

MUSIC, DRAMA, POETRY, JAZZ CHANTS

Heartworks Prentice Hall Regents
Includes visual, theatrical, literary, and musical pieces

READING AND LITERATURE

The Bridge Series Addison-Wesley Longman Publishing Group

Classics and short stories with little change in syntax from the originals

Longman Classics Addison-Wesley Longman Publishing Group
Adapted classics at 500 - 1800 word vocabularies
Stage 4 (1800 words)

Longman Fiction Series Addison-Wesley Longman Publishing Group
2000 word vocabulary range

Outsiders - American Short Stories for Students of ESL Prentice Hall Regents

Personal Themes in Literature Prentice Hall Regents

The U.S.A. Customs & Instructions Prentice Hall Regents
Reading selections & exercises with American topics

WRITING

From Process to Product Prentice Hall Regents
Communicative practice in writing

Paragraph Power Prentice Hall Regents
Communicating ideas through paragraphs

The Process of Paragraph Writing, 2nd Edition Prentice Hall Regents
A book for academic writing

Pre-GED Level 3

IDIOMS

All Clear - Idioms in Context Heinle & Heinle Newbury House Publishers

Body English Scott Foresman

Essential Idioms in English Prentice Hall Regents

101 American English Idioms National Textbook Company

GRAMMAR

Building English Structures Prentice Hall Regents

Communicating through Writing Regents Prentice Hall
Academic skills for students in adult programs

Grammar Dialogues Prentice Hall Regents
An interactive approach to grammar

PRONUNCIATION

Sound Advantage Prentice Hall Regents
Stress, intonation, vowels, consonants, reductions, ellipses, etc.

DICTIONARIES

Longman Language Activator Addison-Wesley Longman Publishing Group
Leads students from key words to words or phrases

Longman Dictionary of English Language and Culture Addison-Wesley Longman Publishing Group
More than 80,000 words and phrases explained, cultural notes, illustrations, etc.

Pre-GED Level 3

STUDY SKILLS

Advanced skills for School Success Curriculum Associates
Modules for Academic skills building

Test Ready Book 6 & 7 Curriculum Associates
Skills Building for Standardized Testing

MATH

Cambridge GED Program Cambridge Regents Prentice Hall

Coming Together Book 2 Integrating Math and Language Prentice Hall Regents

Pre-GED Steck Vaughn Company

SELECTED ADULT ESOL MATERIALS

Pre-GED Level 4

BASIC ESOL TEXTS

Perspectives 2000 Level 4 Heinle & Heinle Newbury House Publishers
An integrated skills/holistic approach including listening, speaking, reading, writing, grammar, pronunciation and culture as well as a testing package

PRE-GED BASIC TEXTS

Connections Steck Vaughn Company
Reading & Social Studies, Life Skills, Writing, Reading & Literature

On Your Own Cambridge Prentice Hall Regents
Reading, Writing, Grammar

CONTENT SKILLS

Cambridge GED Program Cambridge Prentice Hall Regents
Mathematics

Pre-GED Mathematics Steck Vaughn Company

LISTENING/SPEAKING

Speech Communication for International Students Prentice Hall Regents

Speaking and Social Interaction Prentice Hall Regents

Springboards Addison-Wesley Longman Publishing Group

Stories from Lake Wobegon Addison-Wesley Longman Publishing Group
Advanced Listening and Conversations Skills

Pre-GED Level 4

MUSIC, DRAMA, POETRY, JAZZ CHANTS

Easy Plays in English Prentice Hall Regents

Modern Poetry Prentice Hall Regents

Skits in English Prentice Hall Regents

READING AND LITERATURE

The American Way Prentice Hall Regents

The Bridge Series Addison-Wesley Longman Publishing Group
Classics and short stories with little change in syntax from the originals

Longman Classics Addison-Wesley Longman Publishing Group
Adapted classics at 500 - 1800 word vocabularies
Stage 4 (1800 words)

Longman Fiction Series Addison-Wesley Longman Publishing Group
2000 word vocabulary range

Modern Short Stories Prentice Hall Regents

Time: We The People National Textbook Company

Voices in Literature Heinle & Heinle Newbury House Publishers

WRITING

Focus on Editing Addison-Wesley Longman Publishing Group

The Process of Composition Prentice Hall Regents

The Process of Paragraph Writing, 2nd Edition Prentice Hall Regents
A book for academic writing

Pre-GED Level 4

IDIOMS

All Clear - Idioms in Context Heinle & Heinle Newbury House Publishers

Be a Sport Scott Foresman

GRAMMAR

Grammar Dialogues Prentice Hall Regents

PRONUNCIATION

Accurate English Prentice Hall Regents

Sound Advantage Prentice Hall Regents
Stress, intonation, vowels, consonants, reductions, ellipses, etc.

DICTIONARIES

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STUDY SKILLS

Advanced Skills for School Success Curriculum Associates
Modules for Academic skills building

Test Ready Book 6 & 7 Curriculum Associates
Skills Building for Standardized Testing

MATH

Cambridge GED Program Cambridge Regents Prentice Hall

Coming Together Book 2 Integrating Math and Language Prentice Hall Regents

Pre-GED Steck Vaughn Company

SECTION FOUR

Special Interest Courses

GENERAL

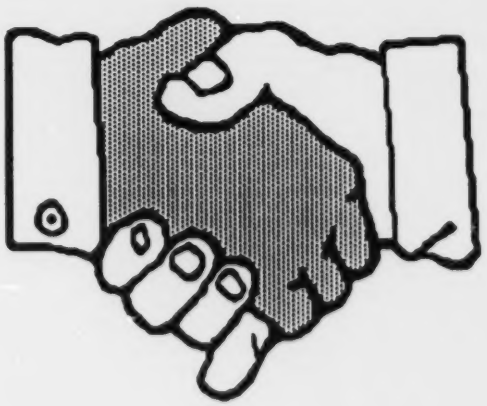
Native Language Literacy
(Creole/Spanish)
Citizenship
Accent Reduction
Conversation
Special Purposes
(Health/Hotels)
(Health and Nutrition -
Vocabulary/Communication)
Computer Assisted Instruction (CAI)

YOUNG ADULTS

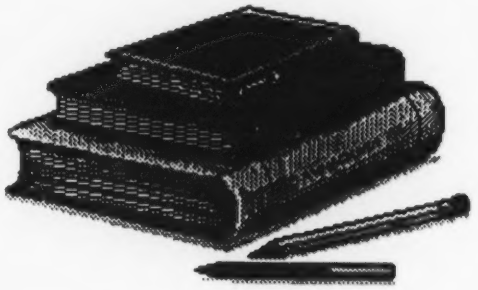
Out of School Youth
Transition to College
College Entrance Test
Preparation
Test of English as a Foreign
Language (TOEFL)
Vocational ESOL

SPECIAL INTEREST COURSES

GENERAL



Native Language Literacy (Creole/Spanish)



NATIVE LANGUAGE LITERACY FOR HAITIAN ADULT STUDENTS

COURSE DESCRIPTION

The purpose of this course is to develop minimum basic skills with competency-based instruction, through Creole language literacy instruction. The acquisition of communication skills will enable students to function successfully within our society with cross-cultural understanding. The specific content to be covered includes, but is not limited to, beginning skills in listening an speaking; introduction to reading and writing with emphasis on comprehension, critical thinking and coping skills.

OBJECTIVES

- To identify Haitian adult students who have limited or no prior literacy skills in their native language--Haitian-Creole.
- To promote literacy skills in the native language and facilitate the transition when learning English as a second language.
- To use literacy strategies to enable the students to comprehend oral and written words in an action process.

CURRICULUM & ACTIVITIES

- The content is based on students' needs for the development of listening, speaking, reading, writing and cross-cultural communication skills, survival coping skills necessary to function in daily life.
- When presenting activities the teacher will find out what the students know about the subject, note responses and provide opportunities to help the students recognize and correct misconceptions and develop the concepts. Together they will assess what the students have learned and do hands-on experiments related to the subject taught. The teacher will develop vocabulary appropriate to each subject.

RECOMMENDED TEXTBOOKS

Appropriate textbooks and materials and equipment should be provided as needed for classroom activities. Materials adaptation will allow teachers to present content and foster learning skills while the students develop cognitive skills.

- Pre-Reading Resource Book, by Linda Mrowicki, Linmore Publishing
- First Words, Linmore Publishing
- Dictyonè Kreyòl, by F. Vilsaint, Edited by EducaVision
- Pictorial Dictionary and Je'm L'ouvri, The Haitian Creole Resource Center 7130 Cove Place, Temple Terrace, Florida 33617
- ESL Picture Dictionary in Haitian Creole and English, Harcourt Brace, 1994
- For other materials refer to EducaVision, The Haitian Resource Center, 1-800-983-3822

INSTRUCTORS' QUALIFICATIONS

- Proficiency in Haitian Creole: Listening, speaking, reading and writing as well as in English.
- Haitian origin or native-like fluency in Haitian Creole.
- Bachelor Degree from an accredited institution.
- Certification or eligibility - meets state of Florida or Broward County requirements.
- ESOL certified, endorsed or working toward endorsement.
- Empathy toward the non-literate Haitian adults who are attempting classes.
- Training and awareness of the techniques recommended to teach literacy skills to adults.

FUNDING SOURCE

This course is being offered by Vocational, Adult & Community Education and field tested in community schools representative of large Haitian populations in the district. It is FTE generated.

NATIVE LANGUAGE LITERACY

The course can be a component of the preparatory level of VACE/ESOL or a transition between literacy and ESOL courses under the Adult Basic Education funding category.

TEACHING NATIVE LANGUAGE LITERACY

Adapted from The Adult ESOL Curriculum Development Project,
Chapter III, developed by Gerry Strei, additions by Sheila D. Acevedo and Judy Martin-Hall

Adults who cannot read or write in their native language often lack basic academic skills and the self-confidence to succeed in ESOL classes. This deprives them from fully participating in society and the lives of their children. An adult who cannot read in the native language and who does not speak English will benefit most from a native language literacy program.

Native language literacy instruction helps students to make the connection between oral and written language. Once the code is broken and basic literacy skills acquired, a bridge can be made to ESOL Literacy. The student will understand sounds/symbol correspondence and basic literacy skills such as letter, word, and sentence recognition. These basic literacy skills transfer across languages. Transference of skills facilitates the student's transition to English by providing an understanding of language patterns. Even when the written alphabet differs from English, the skills of decoding transfer.

Research over the past decade has consistently shown that literacy proficiency in the native language greatly contributes to the acquisition of skills in a second language. The fact is that a student only learns to read once. The skill is then transferred into the new language as the student studies. **First language literacy promotes second language literacy.**

The curriculum for Native Language Literacy uses a combination of competency-based education and a Whole Language/Freirean Approach. The **competencies reflect manipulative** and other **pre-reading/writing skills** as well as **survival skills** as those found in the *Adult ESOL Student Performance Level Competencies-MELT SPLs Literacy - I.* Following the Freirean Approach, subject matter or "learning themes" are generated by the students themselves, based on their own literacy-learning needs. Teachers use the competencies as a guide and supplement to the student-generated themes.

Resources needed to begin a program are minimal. Most can be made by the staff. There are few commercially developed resources on the market. By using the Freirean Approach and literacy techniques such as the Language Experience Approach, you can develop a solid native language literacy program. Photo and/or picture dictionaries are available for many languages, including Haitian-Creole. You may also use magazines, realia, photos, pictures, games, activities, etc. as a basis for literacy development. Students can select topics of interest as the catalysts for lessons.

Pre/Post Tests in Creole and in Spanish as well as course Evaluation Forms are available upon request from Dr. Maria Koonce, 765-6651.

L_1 CURRICULUM OBJECTIVES:

Phase I: Literacy Readiness and Pre-Literacy

1.0 MANIPULATIVE SKILLS

1.1 Student recognizes and differentiates among shapes, letters, and numbers

1.2 Correctly holds writing utensil

1.3 Traces shapes, letters, and numbers (within a given context)

1.4 Prints letters of the alphabet and numbers 1-100 (within a given context)

1.5 Uses letters of the alphabet in writing cursively (within a given context)

2.0 PERSONAL AND SOCIAL INFORMATION

(READING AND WRITING:)

Student reads and writes (printed and cursive)....

2.1 Full name legibly

2.2 Address: number and street, apartment number, city, state (full form and abbreviation), and ZIP

2.3 Telephone number, including area code

2.4 Dates of birth (self, spouse, children)

2.5 Social security number

2.6 Family member terms: mother, father, children, daughter, son, grandfather/mother, aunt, uncle, cousin, etc.

2.7 Terms of affect: love, kindness, warmth, security

2.8 Time of day, days of the week, months of the year

2.9 Numbers 101-1000 (numerical values)

2.10 Basic colors

2.11 Money information: denominations of currency, change amounts; cost of food, clothing, and furniture items

2.12 Postal information: stamps, first class, airmail, postcard, overseas, register-a-letter, special delivery, express mail

2.13 Basic signs: enter, exit, no admittance, do not cross, etc..

2.14 Directions: left/right, straight ahead, back up, behind, in front of, etc.

2.15 Emergency vocabulary: 911, fire, accident, rescue, ambulance, help, etc.

2.16 Government information: post office, police, police station, IRS, HPS, INS, etc..

2.17 Titles for use with names: Mr., Mrs., Ms., Sir, Madam, etc.

2.18 Letter greetings: Dear Sir/Madam, To Whom It May Concern

3.0 NATION, CULTURE, AND ENVIRONMENT

(READING AND WRITING:)

3.1 National information: name of student's country of origin, United States of America, president of the U.S., capital city of the U.S.

3.2 State and local information: names of the state, county, city, and community subdivision; name of the state governor

3.3 Map recognition: country of birth, U.S.A., State of Florida, county, city, subdivision

3.4 Flag recognition: native country, U.S.A.; colors of these flags

3.5 Temperature and Seasons: Fahrenheit degrees (and basic mention of Centigrade); spring, summer, fall, winter

3.6 Linear measurement: inches, feet, yards, miles

3.7 Kinds of animals, minerals, and food groups; liquids and solids

Phase II: L_1 Literacy during ESOL Pre-Literacy (Dual Enrollment)

4.0 SHOPPING

(Primarily READING:)

4.1 Types of stores, by their signs out-front or their ads in newspapers and other media

4.2 Departments within a store

4.3 Sales announcements and symbols relating to prices (Ex. "90% Markdown!!)

4.4 Bill paying by cash and check; credit information

4.5 Taxable items: state sales tax

(WRITING:)

4.6 Paying by check or money order

5.0 HOUSING AND HOUSEHOLD

(READING:)

5.1 Available resources for locating affordable housing: newspaper ads, real estate information, agency referrals

5.2 Rental agreement or contract

5.3 Utility and other household bills (and their components -- ex. "Previous Balance," "New Charges," "Sales Tax," etc.)

5.4 Appliance, tool, and meter information (ex. control settings, warning labels, etc.)

5.5 Resources for seeking help in getting a household item repaired or replaced: yellow pages ads, newspapers, etc.

5.6 Food information: purchasing (ads, coupons); storage labels (expiration dates, shelf life); preparation (microwave use, recipes)

(WRITING:)

5.7 Bill payment via check or money order

5.8 Simple consumer notes to utility companies or manufacturers (ex. bill queries, complaints, requests for further information, etc.)

6.0 HEALTH AND NUTRITION

(READING:)

6.1 Basic human physiology: parts of the body, body fluids

6.2 Illness and accident terms: pain, sore, cuts, burns, etc.

6.3 Health personnel titles: doctor, nurse, dentist, etc.

6.4 Basic medical terms: x-ray, laboratory, blood test, urine sample, clinic, hospital, emergency, ambulance, etc.

6.5 Medical information: medication directions on pill containers, medical appliance-use instructions

6.6 Selection and preparation of nutritious foods; body intake needs such as vitamins, minerals, foods low in fat, etc.

(READING AND WRITING:)

6.6 Medical history information (ex. forms to be filled out in doctor's office)

6.7 Health insurance statements (ex. forms required at doctors' offices, clinics, or hospitals)

6.8 Medical release & waiver forms

7.0 EMPLOYMENT

(READING:)

7.1 Newspaper or other posted or listed job ads

7.2 Procedures for applying for a job (ex. as posted in a state employment office: "1. CHECK IN AT THE INFORMATION DESK
2. FILL OUT THE APPLICATION FORM AT ONE OF THE TABLES
3. PLEASE TAKE A NUMBER" etc.)

7.3 Work contract and "Benefits Statement" (ex. life and health insurance, retirement, vacation, emergency/sick leave, etc.)

7.4 Safety vocabulary: posted safety rules; safety items such as aprons, goggles, hard hats; etc.

7.5 Basic equipment and tool terms associated with one's job (ex. carpentry, maintenance, factory, hammer, broom, press (as n. & v.), forklift, etc.

(READING AND WRITING:)

7.6 Job application form

7.7 Simplified resume

8.0 PARENTING AND SCHOOLING

(READING:)

8.1 Public notices regarding school matters (ex. mandatory school age attendance, procedures for enrolling the child, busing information, etc.)

8.2 Terms involved in school enrollment: registration, immunization, physical, birth certificate, homework, PTA, counselor, principal, etc.

8.3 Terms related to legal aspects surrounding AIDS, child abuse, and other child-welfare issues

(READING AND WRITING:)

8.4 School-related announcements and notes (ex. reading and replying to information sent home with children)

9.0 TRANSPORTATION AND TRAVEL

(READING:)

9.1 Basic traffic signs: "Stop," "Yield," "School Zone," etc.

9.2 Driver license information and test-taking procedures and forms

9.3 Automobile insurance information (especially the basic types, legally required within the state)

9.4 Traffic citation, court appearance, and driver's school information

9.5 Basic map directions (ex. map reading skills)

(READING AND WRITING:)

9.6 Driver license application and testing

9.7 Automobile insurance applications

9.8 Driver's school registration

CITIZENSHIP

CITIZENSHIP

COURSE DESCRIPTION

This course is designed to help adults understand the legal requirements of the process of obtaining citizenship in the United States of America, and to prepare them to successfully complete this process.

OBJECTIVES

1. To acquire basic communication skills in the English language.
2. To become acquainted with the historical heritage of democracy in the United States.
3. To appreciate and understand the rights of citizenship.
4. To be ready to assume the responsibilities and obligations of citizenship in the local community, the state, the nation and the world.
5. To acquire basic information about the present political leaders of the nation, state and community.

ACTIVITIES

Readings
Discussions
Use of realia
Field trips

RECOMMENDED TEXTBOOKS

1. Publications by the U.S. Department of Justice, Immigration and Naturalization Services.

2. A series on U.S. citizenship published by an ESOL commercial publishing company.

3. A course in American Government - Adult Education, Broward County Schools, 1986.

4. Citizenship Now, Contemporary 172

INSTRUCTORS' QUALIFICATIONS

Same as Adult ESOL teachers. Academic background in Social Studies is desirable.

FUNDING SOURCE

FTE generated, if students score below 8.9 in the TABE.

CITIZENSHIP CONCEPTS

The objectives of citizenship education should be to expand students basic communication skills in English, acquaint future adult citizens with the heritage of our democratic way of life, to help them appreciate and understand their rights, to be ready to assume responsibilities and obligations as citizens of the local community, state, nation, and the world, to acquire basic information about the present political leaders of the nation, state and community.

To help meet these objectives, materials should be available for reading and discussion in the following areas:

I. History of the United States
II. Duties and Responsibilities of American Citizens
III. Privileges of American Citizens
IV. American Government
V. Flag
VI. Patriotic Songs
VII. How to Become a Citizen
VIII. 100 Questions

I. History of the United States

1. Discovery of the founding of our country.
2. Colonization of our country.
3. Declaration and War of Independence.
4. A new Government provided by the Constitution.

II. Duties and Responsibilities of American Citizens - some of these duties and responsibilities are:

1. To vote intelligently.
2. To obey the laws.

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3. To support elected leaders.
4. To pay taxes.
5. To respect the rights of others.
6. To serve on juries.
7. To practice religious tolerance.
8. To respect the opinion of others.
9. To meet financial obligations.
10. To respect the flag.
11. To protect the United States.
12. To defend our nation by serving in the armed forces.

III. **Privileges of American Citizens**

1. Registration and preparation for voting.
2. Holding public office.
3. Obtaining driver's license.
4. Public Education.
5. Welfare benefits.
6. Freedom of assembly.
7. Freedom of the press.
8. Right to life, liberty, and the pursuit of happiness.
9. Social Security.

IV. **American Government**

1. National
   a. Legislative
   b. Executive
   c. Judicial
2. State and Local Government
   a. Legislative
   b. Executive
   c. Judicial
3. The Constitution of the United States
   a. Who wrote the constitution of the United States?
   b. What is the Bill of Rights?
   c. What are some of the rights and liberties guaranteed by the Bill of Rights?
   d. What other individual rights were added to the Constitution after the Bill of Rights was adopted?

e. Are States' Rights a major political problem in American Government?

f. How many amendments are there to the Constitution?

g. What are some of the more important ones?

V. **How to Become a Citizen of the United States**

A petition for naturalization may be filed by anyone who:

1. Is at least 18 years of age.
2. Has resided in the United States after having been lawfully admitted for permanent residence.
3. Has resided continuously in the United States for five years and, for the last six months of that period has resided in the state where he is petitioning for naturalization.
4. Understands English, has some understanding of the history and form of government of the United States, and is able to read, write and speak words in ordinary usage in the English language.
5. Is a person of good moral character.
6. Believes in the principles of the Constitution of the United States and is favorable to the good order and happiness of the United States.

VI. **Flag**

1. Pledge of Allegiance to the Flag
2. Flag Etiquette
3. Symbolism of Stars and Stripes

VII. **Patriotic Songs**

1. The National Anthem
2. America
3. America the Beautiful
4. God Bless America

CITIZENSHIP
CURRENT INFORMATION

Questions and Answers

Q1. How long before an immigrant can apply for citizenship?

A1. Five years of resident status. Three years if married to a US citizen.

Q2. How long can a resident be out of the country without loosing the right to apply?

A2. No longer than six months.

Q3. How many amendments are there in the constitution?

A3. 26

Q4. How long before the applicant receives a response from INS after applying?

A4. 8 Weeks.
Whole process approximately one year.

Q5. How many times can a person take the test if they fail it?

A5. No limit.

Q6. Is there a written and oral part to the test?

A6. The test is written. There are 20 multiple choice questions and two sentences to write. They need to answer correctly 12 of the 20 questions and one of the sentences must be correct and comprehensible (spelling does not count) People over 65 only need to answer 10 questions.
After passing the written test, applicants will be interviewed by someone from INS. The interview will be on the information given in the application.

Application from INS-Telephone (305) 536-5741
N400 $95.00, fingerprints and photos

Agencies authorized to give exam in Broward:

1) Hispanic Unity (Soledad)
5840 Johnson Street
Hollywood, Florida 33021
964-8884

Non profit organization: They request a donation if possible. Cost of exam $26.00 paid to California a month before. $30.00 money order if walk in with no guarantee of space. Exams are given 4 times a year. (next date is December 9) Capacity: 45

2) American Citizenship Testing Service (Armand)
423 W. Hallandale Beach Blvd.
409 Office Plaza, Hallandale
457-9228

Private agency: Cost $45.00 for exam, $25.00 for photos and fingerprints, $125.00 for class and exam, $150.00 for whole packet. Exams given every Saturday.

ACCENT REDUCTION

ACCENT REDUCTION

COURSE DESCRIPTION

Vocabulary, grammar and conversation are basic components of ESOL classes. Pronunciation is addressed but not in-depth. Therefore, many foreign students lack the skills and knowledge to improve their pronunciation. The purpose of the course is to identify individual pronunciation problems and provide guidelines for improving the accent. The goal of the course is to help the student become a clear speaker of the English language.

This course features the study and application of methods, strategies, and materials for reducing one's accent. Emphasis will be placed upon listening and modeling, articulatory tongue and lip positions of vowels and consonants, voice taping and grammar rules directly related to pronunciation. Cursory information will be provided on second language acquisition as it relates to language interference, over generalization, code switching and simplification.

Special Note: Students may begin at any time. Each lesson is self contained and designed to meet the student's individual needs.

OBJECTIVES

- To identify specific pronunciation problems.
- To develop individual goals and objectives.
- To teach the vowel and consonant sounds with phonetics.
- To develop good pronunciation by teaching word stress, rhythm, sentence stress, intonation, sound linkage, and reduction.

ACTIVITIES

- Test for pronunciation problems using the Profile of Effective English Communication (P.E.E.C.), Accent Inventory or other evaluators.
- Evaluate the pronunciation areas with the student, define objectives and write a prescriptive plan using the materials in the classroom.
- Teach the articulation positions for the mouth, tongue, jaw and lips using the overheads, book diagrams or chalkboard.
- Establish an understanding of syllables, phonetics, and accent marks by using the dictionary, phonetic work sheets and exercises.

- Identify the vowels; long, short, front, central and back, and consonants/clusters using test and audio visual materials.
- Provide oral drills, group work and presentations, and dictation that will test for the hearing of the sound and check for the correct pronunciation.
- Use computer lessons as instruction and reinforcement. The computer program uses the International Phonetic Alphabet (IEP) to illustrate the many sounds that are in the language, teach how to produce the sound and offer drills in listening, speaking and repeating the sounds. (beginning to advanced)
- Assess progress by administering the same test given in the beginning of the course. Evaluate for progress and identify areas that need continued practice.

RECOMMENDED TEXTBOOKS

English Pronunciation for Spanish Speakers (Vowels & Consonants), Paulette Dale and Lillian Poms. Prentice Hall (books and cassettes, intermediate/advanced).

How to Speak English Without a Foreign Accent, Jack Cartray (different accent reduction tapes are available in several languages: Hispanic, Japanese, Arabic, Italian, etc. - book and tape).

Phrase by Phrase, Marsha Chan, Prentice Hall. (book and cassettes: intermediate).

Improving Spoken English, John Morley. (book and cassettes from Delta Systems) Text ISBN 0-472-08660-X, $14.95. Cassette (11) ISBN 0-472-00206-6, $150.00.

Sound Advantage, Stacy A. Hagen, Patricia E. Grogan, Prentice Hall Regents (book and cassettes: intermediate).

Profile of Effective English Communications (P.E.E.C.), A pronunciation and intonation assessment of accented speech (manual and test). Ford Language Institute, Irving, California.

Pronouncing American English (Sound Stress & Intonation), Gertrude Orion, Newbury House Publishers (book and cassettes: beginning/intermediate).

Manual of American English Pronunciation, Clifford H. Prator, Jr., Betty Wallace Robinett. Harcourt, Brace Jovanovich, Publishers (teacher manual).

Sound Advice- A Basis for Listening, by Stacy A. Hagen (book and cassettes: beginning) Prentice Hall Regents

Teaching English Pronunciation, by Joanne Kenworth, Longman Publishers.

English Pronunciation for Spanish Speakers: Consonants, ISBN: 0-13-281304-1, ISBN: 0-13-281338-6 Accompanying Tapes (2 C-90 Cassettes). Medical Media Systems; Skills International. 2848 W. Dundee Rd., Northbrook, IL 60062.

English Pronunciation for Spanish Speakers: Vowels, ISBN: 0-13-281312-2, ISBN: 0-13-281353-X, Accompanying Tapes (2-C-90 Cassettes). Medical Media Systems; Skills International. 2848 W. Dundee Rd., Northbrook, IL 60062.

VCR Tapes

English for Spanish Speakers (ESS) A videotape in Accent Reduction by Pat Gray. American English Associates, 757 SE 17th St., #116, Ft. Lauderdale, FL 33316, $19.95.

English Pronunciation: Vowels

English Pronunciation: Consonants

Computer Assistance

American Accent Program, by the Ford Language Institute, Irvine, CA (Mac and DOS CD ROM or floppy)

Other

Overhead (overheads for articulation are available), recorders and blank tapes, mirrors.

BASIC OUTLINE

A. **Introduction to the English Vowel System**

The student will be able to:

1. differentiate between letters and sounds. (tense vs. lax).
2. differentiate between long vowel and short vowel pronunciation.
3. pronounce movements of lips, tongue, and lower jaw.
4. understand diagrams to reinforce vowel position.
5. emit diphtong elocution.

B. **Consonant Production**

The student will be able to:

1. produce proper lip and tongue position.
2. discriminate between voice and voiceless consonant production.
3. know the difference between a plosive (stop) sound and a fricative (continuent) sound.
4. produce properly the affricate sounds of /sh/ch/, and zh/.

C. Accented/Unaccented Syllables

The student will be able to:

1. know how to determine the number of syllables in a word.
2. determine proper usage of the schwa / / as an unaccented syllable.
3. understand the rules of pronunciation for syllables and suffixes.
4. understand the rules of pronunciation for plurals.
5. know the rules for determining accented syllables.

D. Rhythm and Stress

The student will be able to:

1. receive listening/speaking practice with rhythm and sentence stresses.
2. receive listening/speaking practice with rhythm and reduced words.
3. receive practice in rhythm and linking.

E. Elisions and Assimilations

The student will:

1. understand elision--the omission or dropping out of a sound or sounds resulting in a shortened speech form.
2. understand assimilation--the process by which sounds change phonetically to become more like neighboring sounds.
3. receive listening/speaking words with standard two-word contractions.
4. receive listening/speaking practice with special one-word contractions and linking.
5. receive instruction about contractions and sound changes, i.e. going + to = gonna, meet + you = meetcha.

F. Other Topics Touched Upon

The student will receive cursory knowledge on:

1. Intonation
   a. Rising intonation
   b. Rising/falling intonation
   c. Non-final intonation
2. Pronunciation Practice: Echoing

INSTRUCTORS QUALIFICATIONS

Certified teacher with knowledge of phonetics and pronunciation.

FUNDING SOURCE

Fee Supported

ENGLISH CONVERSATION

ENGLISH CONVERSATION

COURSE DESCRIPTION

The purpose of this course is to expand the oral ability of ESOL students in the Beginning B and Intermediate levels. The course is student-centered. Adults identify topics of interest for discussion and to gather information. This could be a content-based curriculum; participants may gain important knowledge about the cultural practices of the United States society, while developing oral fluency. This course may be offered once a week. Students could also be enrolled in regular Basic ESOL programs.

OBJECTIVES

At the completion of this course, students will:

- communicate effectively in oral situations related to everyday life.
- be better prepared to solve the practical challenges presented in U.S. society.

ACTIVITIES

Students identify situations of relevance to discuss. Use the following techniques to expand oral communication.

- Visual/realia
- Role play
- Small grouping
- Tasks
- Games/songs

RECOMMENDED TEXTBOOKS

Let's Start Talking: Conversation for High Beginning and Low Intermediate Students of English, by George M. Rooks, Heinle & Heinle Publishers.

A Conversation Book 21, by Tina Kasloff Carver and Sandra Douglas Fotinos, Prentice Hall Regents, 0-13-17-2370-7A.

Putting It Together, by Kevin McClure, Prentice Hall Regents, 0-13-128174-7, Cassette 0-13-128190-9.

INSTRUCTORS QUALIFICATIONS

Same as other ESOL teachers.

FUNDING SOURCE

Fee Supported.

SPECIAL PURPOSES
WORKFORCE EDUCATION

HEALTH

HOTELS

SPECIAL PURPOSES
WORKFORCE EDUCATION

COURSE DESCRIPTION

The purpose of this course is to develop the English language skills needed by the workers to better accomplish their assigned tasks. The specific curriculum will be designed through a cooperative effort between the workplace personnel and the Vocational Adult and Community Education Department, based upon a comprehensive needs assessment.

This course is normally structured for nine week blocks; classes are scheduled twice a week for two hours each session. Total number of hours in each block = 32 hours.

OBJECTIVES

At the completion of this course participants will increase their ability to communicate in the English language within the specific job related vocabulary and syntax areas.

ACTIVITIES

- A comprehensive needs assessment will be conducted by a representative of the job site and one representative from VACE.
- A pre-test will be administered to participants to assess their English language ability.
- An interview technique will be administered to participants to assess their background, experience and perceived linguistic needs.
- The teacher will design instruction based on the results of the above.
- Language development strategies will include the following:

  visuals/realia
  modeling demonstration
  choral repetition
  short dialogues/role-play
  paired practice
  cooperative learning
  technology support: (language master, audiotaped recordings, videos, computer programs, CD ROMS)

- At the end of the course, a post-test will be administered to assess gains.

RECOMMENDED TEXTBOOKS AND RESOURCES

General workplace materials, guides, etc.
Language Master/Cards
Audio Tape Player

Health Professions

Medical Language - A Survival Vocabulary, Richey, Jim. Fearon/Janus/Quercus Publishing. Belmont: California, 1980.

I'm A Nursing Assistant, Elwell, Sharon. Delta Systems Company. 0-9626210-2-1. $8.95

The Language of Medicine in English, Advanced. Tiersky, Ethel & Martin. Prentice Hall Regents. 0-13-521444-0.

Hotel Professions

Career English Series. Hotel Personnel, Delta Systems Company. 0-02-98160-1, $15.00.

Be Our Guest: Basic English for Hotel Employees, Adamson, Donald. Alta ESL Resource Center. 0-13-06894-85B, $16.00.

INSTRUCTORS QUALIFICATIONS

- Same as required for all Adult ESOL Teachers.
- Staff development targeted to the specifics of the Workforce Education program.

FUNDING SOURCE

FTE Generated.
Incentives to employees to be negotiated with individual businesses.

WORKFORCE EDUCATION ESOL
Language Assessment

School:_____ Business:_____

Participant's Last Name:_____ First Name:_____

Date:_____ TABE Score:_____ MELT Level:_____

ORAL INTERVIEW

1. Where are you from? _____
2. How long have you been in this country?_____
3. Tell me about your family._____

_____

4. What is your job title?_____
5. What are your main responsibilities at work?_____

_____

6. What are some areas of difficulty for you in English?_____

_____

Assessment of listening comprehension:_____

_____

Assessment of speaking ability:_____

_____

WRITING SAMPLE

Please write a paragraph of approximately fifty (50) words about yourself, your experiences, your interests and your future plans.

_____

_____

_____

_____

Assessment of writing ability:_____

_____

READING

Please read a paragraph from (a selected work document).

Assessment of reading ability:_____

_____

Assessor's Signature:_____

WORKFORCE EDUCATIONAL ESOL
Questionnaire/Recommendation
Health Professions

School:_____ Business:_____

I. Please indicate the skills in need of improvement:

Listening Comprehension:_____ Speaking:_____ Reading:_____ Writing:_____

II. Please indicate the vocabulary areas that need improvement:

1. Personal communication:_____
2. Equipment:_____
3. Reporting and management:_____
4. Precautions/Prevention:_____
5. Body systems:_____
6. Illnesses/Sickness/Diseases:_____
7. Nutrition/Diet:_____
8. Emergency Care:_____

III. Please list some sample vocabulary and expressions that seem to be consistently miscommunicated.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

IV. Identify workplace resources that can be utilized in the ESOL instruction.

1._____ 2._____

3._____ 4._____

5._____ 6._____

V. Recommendations:_____

_____

_____

_____ _____

VACE Representative Signature Business Representative Signature

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ESOL - HEALTH AND NUTRITION
Vocabulary/Communication

ESOL - HEALTH AND NUTRITION VOCABULARY/COMMUNICATION

COURSE DESCRIPTION

This course focuses on the Health and Nutrition (HN) Strand of the Basic Adult ESOL program to develop English language communication skills of the students. Students will also receive information about careers in health and referred to the Patient Care Assistant (PCA) Programs when appropriate.

The suggested format for the course is two days per week. Students should be encouraged to enroll in the regular ESOL program for the other two days.

OBJECTIVES

The purpose of this course is to develop the English language communication skills of Potentially English Proficient (PEP) students, with concentration on the language needed in the health professions.

ACTIVITIES

All recommended ESOL strategies for the Basic ESOL program.
Vocabulary building activities
Guest speakers in the field of PCA

RECOMMENDED TEXTBOOKS AND RESOURCES

Develop language materials from the PCA Curriculum

Language Master

Language Master cards developed for the Bilingual Resources in Technology Education (BRITE) Project

Medical Language - A Survival Vocabulary, Richey, Jim. Fearon/Janus/Quercus Publishing. Belmont, California, 1980

I'm A Nursing Assistant, Elwell, Sharon. Delta Systems Company, 0-9626210-2-1, $8.95

INSTRUCTORS QUALIFICATIONS

Same as required for all Adult ESOL Teachers
Staff Development

FUNDING SOURCE

FTE Generated.

COMPUTER ASSISTED INSTRUCTION (CAI)

COMPUTER ASSISTED INSTRUCTION (CAI)

COURSE DESCRIPTION

This course can be offered as a separate class or as a component of the Basic ESOL program. Every adult PEP student should have the opportunity to utilize technology to reinforce and enhance their acquisition of English, their increased awareness of the culture of the United States, and their level of comfort with the "computer era".

The utilization of computers may be through stand alone software with classroom computers or with network programs in computer laboratories.

OBJECTIVES

- To enhance the students acquisition of the English language through support of technology.
- To expand awareness of the culture of the U.S.
- To increase participants level of comfort and familiarity with current technology.

ACTIVITIES

On-going assessment
Individualized instruction based upon assessment
Student-centered with teacher support
Record of students' progress

RECOMMENDED RESOURCES

Success Maker, Computer Curriculum Corporation (CCC), Mr. Joseph Small, 1345 NW 21st Terrace, Delray Beach, FL 33445

I Speak English, (English, Spanish, Creole), Intechnica International, Mr. Michael Hendrix, Computerland, 5747 N. Andrews Way, Ft. Lauderdale, FL 33309

ELLIS, Version 1.1, Laserdisk LV. CALI, Inc., 526 E. Quail Rd., Orem, Utah 84057, 801-226-6886.

Voice Interactive Software and Reading, Writing and Math for Everyday Living, Educational Activities, P.O. Box 392, Freeport, NY 11520, 1-800-645-3739

English Express, Educational Resources, Ms. Lori Berman, 3690 Inverrary Dr., #Y1Q, Lauderhill, FL 33319

The Glencoe Integrated Learning System (ILS), Marketing Department, Glencoe/McGraw-Hill, 936 Eastwind Dr., Westerville, OH 43081, 1-800-848-1567, ext. 4229.

The Rosetta Stone, FairField Language Technologies, Mr. William Hrabrick, 5811 Cedar Pine Drive, Orlando, FL 32819

The Boswell System, Language Learning Systems, Inc., 8455 Longheed Hwy., Burnaby, BC, Canada, V5A1X3, 1-800-462-2375.

Diascriptive Language Arts

Program covers Sentence Mechanics, Sentence Sense, Nouns, Verbs, Describing Words, and Pronouns. It spans levels 1-6, and includes diagnostic testing, prescription for improvement, either practice or remediation, and evaluative testing. The program is extensive with 14 diskettes (7 disks with 7 back ups). It is available from Educational Activities, 1-800-645-3739.

Print Shop

Print Shop prints greeting cards, signs, announcements, calendars, and more. It is used by our ESOL teachers to reinforce reading, following directions, writing, and spelling in English. Students have fun while practicing these skills and produce invitations to class activities as well as personalized cards and signs. The program can be used with all students with varying degrees of assistance. Available form Florida Micro Media, Ft. Lauderdale.

Game Show

Game Show is a questions and answer game-type program which is useful for vocabulary development. The program includes 40 topics covering grade levels 1 through 4 and subject areas of language arts, science, social studies, and math. Teachers can also develop their own topics using vocabulary currently being studied in class. The program can be adapted for use with almost all students if loaded by the teacher, and can be used independently by many students. Teachers can write

out answer keys for students to use to facilitate English spelling, because the answers must be spelled correctly. Available from Florida Micro Media, Ft. Lauderdale.

Pacemaker Career Readers

Career Readers and Vocational Readers consist of a disk and accompanying reader. The students learn about a career or occupation while practicing vocabulary and reading skills. Available from Feron Education, Belmont, California.

Money Matters

Money Matters teaches students to recognize, count and make change with American money. The program is specifically designed for students grade 6 to adult. Graphics are excellent! Available from Microcomputer Educational Programs, 1-800-421-4157.

SPECIAL INTEREST COURSES

YOUNG ADULTS

OUT-OF-SCHOOL YOUTH

COURSE DESCRIPTION

The purpose of this course is to meet the needs of Potentially English Proficient (PEP) young adults who lack literacy skills and familiarization with the American school system in general. Many of these students come from backgrounds where education is formal and rigid, with little room for choices. Therefore, an effort must be made to include acculturation to the American educational system as well as language development.

These PEP students may be High School dropouts, may have failed the High School Competency Test (HSCT), or may need credits to graduate from high school.

Young PEP students who communicate orally in English are enrolled in the Adult Basic Education (ABE) program with native speakers of English. While enrolled, they will work on further developing their literacy skills through the Adult High School programs or in a General Educational Development (GED) program.

A structured program with teacher directed activities as well as student contracts and individualized learning plans has been more effective with PEP students than a totally student centered approach. The ABE program will include all academic areas as prescribed by the State Frameworks. Checklists for the Basic Skills Track TABE Level 0-5.9 and for the Functional Skills Track TABE Level 6.0-8.9 are enclosed. A full day of scheduled classes (8:00 a.m. - 2:30 p.m.) with a team teaching approach is recommended.

The following content areas shall be covered for the Basic Skills Track as prescribed in the 1991-92 Curriculum Frameworks and Student Performance Standards for Adult General Education (AGE).

English/Language Arts
Reading
Writing
Mathematics
Life Sciences
Physical Sciences
Earth/Space Sciences
Health Education
Social Sciences
Consumer Education

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The following content areas shall be covered for the Functional Skills Track as prescribed in the 1991-92 Curriculum Frameworks and Student Performance Standards for Adult General Education (AGE).

Consumer Economics
Community Resources
Career Development
Government and Law
English/Language Arts
Reading
Writing Skills
Use of Documents
Arithmetic Operations
Personal Care Skills
Social Interaction
Workforce Education

OBJECTIVES

- To provide effective language literacy skills for PEP students to acquire functional skill levels corresponding to the state frameworks.

- To provide effective transition of students to successfully complete high school, through one of the following options:

  a. high school credits*
  b. pass the HSCT
  c. Adult High School*
  d. GED

  **High School/diploma through the completion of credit courses.*

- To provide students with information about vocational career options available in the United States.

ACTIVITIES

Appropriate Pre/Post Assessment
Individualized instructional plan
Teacher-taught language and reading courses using ESOL strategies/techniques
Contract student-centered techniques
Individualized Transitional Plan
Career counseling and exploration: field trips/guest speakers

RECOMMENDED TEXTBOOKS

Core Texts

Subject Area	Title	Publisher
Reading	Comprehensive Skills Series	Steck-Vaughn, 1992
Reading	Reading For Tomorrow	Steck-Vaughn,1989
Math	Number Sense	Contemporary, 1990
Math	Pre-GED Math	Cambridge, 1988
Language Arts	Language Exercises	Steck-Vaughn, 1990
Language Arts	Writing It Down	New Readers Press, 1989

Supplement Texts

Subject Area	Title	Publisher
Reading	Comprehensive Skills	Jamestown, 1981
Reading	Reading The Content Fields	Jamestown, 1978
Reading	New Practice Readers	Phoenix, L.R., 1988
Reading	Spotlight On Reading	Random House, 1984
Reading	Practicing Comprehension	Random House, 1984
Reading	Six-Way Paragraphs	Jamestown, 1983
Reading	Achievement Program In Comprehension	Random House, 1986
Reading	Spotlight On Stars/Superstars Series	Steck-Vaughn, 1989
Reading	Multicultural Reading Series, Books 1, 2, 3, 4	Educ. Design, 1993
Math	Practical Arithmetic Series	Pacemaker, 1989
Math	Programmed Math	Phoenix L.R., 1988
Math	Homework Math	Random House, 1986
Math	Practicing Math Series	Random House, 1984
Language Arts	Spotlight Vocabulary	Random House, 1984
Language Arts	Practicing Vocabulary in Context	Random House, 1984
Language Arts	Practicing Capitalization, Standard Usage And Grammar	Random House, 1984
Language Arts	Usage and Grammer, Azar Series	Prentice Hall
Language Arts	The Vocabulary Wordshop	Saddleback Educ., 1987

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RECOMMENDED MATERIALS

The following are useful tools to facilitate instruction in Adult Basic Education:

1. Typewriter
2. Tape recorder and blank tapes
3. Television set and VCR/Laser Disk Player
4. Filmstrip Projector
5. 16mm Film Projector
6. Language Master - blank cards and pre-packaged sets: numbers, colors, time, money, sight words, food
7. Computer word processor, and software programs
8. Maps/Globes
9. Reference Books:
   - Encyclopedias
   - Atlas
   - Dictionaries
   - Thesaurus
10. Classroom Library:
    - Local Newspapers
    - Current periodicals
    - Paperback lending library
    - "News for You" newspaper (New Reader's Press)
11. Community Services Materials:
    - Directory of Community and School resources for students
    - Directory of self-help groups serving Broward County
    - Parenting Resource directory
    - AARP Educational and Community Services Programs
    - Veteran's services brochures
    - Bus schedules
    - Other appropriate resource materials

INSTRUCTORS QUALIFICATIONS

Certification in appropriate discipline with ESOL endorsement.

FUNDING SOURCE

FTE Generated.

TRANSITION TO COLLEGE
(Writing Skills)

TRANSITION TO COLLEGE
(Writing Skills)

COURSE DESCRIPTION

Transitioning to College ESOL is designed for Potentially English Proficient (PEP) students who wish to prepare for admission to college English for Speakers of Other Languages (ESOL) programs. The focus of the course is to develop the students' writing ability. The course includes the following components: grammar, mechanics, writing, vocabulary, and supplemental competencies. These components are interdependent and will be presented in an integrated manner.

OBJECTIVES

The student will:

- demonstrate understanding of grammatical principles and be able to apply them to their writing.
- demonstrate understanding of mechanical principles and apply them in their writing.
- apply the principles of sentence, basic paragraph and short essay development.
- demonstrate understanding and use of appropriate vocabulary for academic writing.
- perform the supplemental competencies needed to produce a well organized written paper.

ACTIVITIES

Pre/Post Test
Interactive Writing
Portfolio

RECOMMENDED TEXTBOOKS

Azar, Betty. Understanding and Using English Grammar (book and workbook), 2nd edition, Englewood Cliffs, NJ: Prentice Hall, 1989.

Dixon, R. Essential Idioms in English, Englewood Cliffs, NJ: Prentice Hall, 1994.

Longman, ESL Dictionary.

Rooks, George. Share Your Paragraph, Englewood Cliffs, NJ: Prentice Hall, 1988.

INSTRUCTORS QUALIFICATIONS

Secondary English Certification with ESOL endorsement.
ESOL Certification.
Staff development on attached curriculum guidelines.

FUNDING SOURCE

General Education Preparation (GEP), Fee Supported or FTE generated.

Course Title: TRANSITIONING TO COLLEGE ESOL

Course Description:

Transitioning to College ESOL is designed for Potentially English Proficient (PEP) students who wish to prepare for admission to college English for Speakers of Other Languages (ESOL) programs. The focus of the course is to develop the students' writing ability. The course includes the following components: grammar, mechanics, writing, vocabulary, and supplemental competencies. These components are interdependent and will be presented in an integrated manner.

Component Titles:

1. Grammar
2. Mechanics
3. Writing
4. Vocabulary
5. Supplemental Competencies

Component 1. Grammar

General Outcome:

1.0 The students should be able to demonstrate the understanding of grammatical principles and be able to apply those principles to their writing.

Specific Learning Outcomes:

Upon successful completion of this component, the students should be able to:

1. Identify and use parts of speech.
2. Identify and use compound subjects and verbs in sentences.
3. Make subjects and verbs agree.
4. Identify and use two-word verbs.
5. Use the appropriate forms of common regular and irregular verbs.
6. Identify and use verbals (main verb + ing).
7. Identify and use appropriate word order in declarative and interrogative sentences.
8. Identify and use appropriate word order in compound declarative sentences.
9. Identify and use coordinating conjunctions in compound declarative sentences.
10. Identify and use adjective clauses (who, which, that).
11. Identify and use adverb clauses in second position.
12. Identify and use common prepositions (place, time).
13. Form and use the following verb tenses: present, present continuous, imperative, past, past continuous, present perfect, and both futures.

14. Identify and use adjectives and adverbs appropriately (comparative, superlative).

Component 2. Mechanics

General Outcome:

2.0 The students should be able to demonstrate understanding of mechanical principles and apply those principles to their writing.

Specific Learning Outcomes:

Upon successful completion of this component, the students should be able to:

2.1 Use end punctuation appropriately.

2.2 Use a comma between cities and states and between the day of the month and the year.

2.3 Use a comma to separate words in a series.

2.4 Use an apostrophe to show the possessive of nouns.

2.5 Capitalize proper nouns and proper adjectives.

2.6 Capitalize, spell, and punctuate common abbreviations.

2.7 Recognize and correct sentence fragments/run-on sentences.

2.8 Use correct spelling.

Component 3. Writing

General Outcome:

3.0 The students should be able to apply the principles of sentence, basic paragraph, and short essay development.

Specific Learning Outcomes:

Upon successful completion of this component, the students should be able to:

3.1 Write declarative sentences having compound subjects and verbs.

3.2 Use appropriate word order when writing simple and compound declarative sentences and interrogative sentences.

3.3 Use pre-writing strategies to develop paragraphs (clustering, listing, and outlining).

3.4 Organize information related to a single topic.

3.5 Identify and construct the parts of a paragraph: topic sentence, supporting details, and concluding sentence.

3.6 Write a descriptive paragraph using spatial order.

3.7 Write a narrative paragraph using chronological order.

3.8 Write a process paragraph using chronological order.

3.9 Write an illustration paragraph using examples in order of importance.

3.10 Identify the parts of a three-paragraph essay: introduction, thesis statement, body, and conclusion.

3.11 Write a three-paragraph essay (descriptive, narrative, or illustration) demonstrating appropriate organization.

Component 4. Vocabulary

General Outcome:

4.0 The students should be able to demonstrate the understanding and use of appropriate vocabulary for academic writing.

Specific Learning Outcomes:

Upon successful completion of this component, the students should be able to:

4.1 Recognize and use prefixes and suffixes.

4.2 Recognize and use transition words.

4.3 Recognize and use the terms of English grammar, mechanics, and writing.

4.4 Expand the use of academic vocabulary.

4.5 Expand the vocabulary use of relevant topics.

Component 5. Supplemental Competencies

General Outcome:

5.0 The students should be able to understand and perform the supplemental competencies needed to produce a well organized written paper.

Specific Learning Outcomes:

Upon successful completion of this component, the students should be able to:

5.1 Read and follow directions, particularly for tests.

5.2 Perform all aspects of the writing process: planning and shaping, drafting, revising, editing, and proofreading.

Required Texts

1. Azar, Betty. Understanding and Using English Grammar, 2nd ed. Englewood Cliffs, NJ: Prentice Hall, 1989.

2. Rooks, George. Share Your Paragraph. Englewood Cliffs, NJ: Prentice Hall, 1988.

Recommended Supplementary Texts

1. Longman ESL Dictionary.

2. Azar, Betty. Understanding and Using English Grammar: Workbook. Englewood Cliffs, NJ: Prentice Hall, 1992.

3. Dixson, R. Essential Idioms in English. Englewood Cliffs, NJ: Prentice Hall, 1994

Student Name:_____ SS#:_____

PRE/POST TEST
WRITING SAMPLE

Write an essay of approximately one hundred and fifty (150) words, on the assigned topic. Time: 30 minutes.

TOPIC TITLE:_____

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PRE AND POST TEST EVALUATION

STUDENT: _____ DATE: _____ TOPIC: _____

	SCORE	CRITERIA
CONTENT	4	**EXCELLENT TO VERY GOOD:** knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	3	**GOOD TO AVERAGE:** some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	2	**FAIR TO POOR:** limited knowledge of subject • little substance • inadequate development of topic
	1	**VERY POOR:** does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
ORGANIZATION	4	**EXCELLENT TO VERY GOOD:** fluent expression • ideas clearly stated/supported • succinct • well-organized •logical sequencing • cohesive
	3	**GOOD TO AVERAGE:** somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	2	**FAIR TO POOR:** non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	1	**VERY POOR:** does not communicate • no organization • OR not enough to evaluate
VOCABULARY	4	**EXCELLENT TO VERY GOOD:** sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	3	**GOOD TO AVERAGE:** adequate range • occasional errors of word/idiom form, choice, usage *but meaning not obscured*
	2	**FAIR TO POOR:** limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured*
	1	**VERY POOR:** essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
LANGUAGE USE	4	**EXCELLENT TO VERY GOOD:** effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pro-nouns, prepositions
	3	**GOOD TO AVERAGE:** effective but simple constructions • minor problems in complex constructions • some errors of agreement, tense, number, work order/function, articles, pro-nouns, prepositions *but meaning seldom obscured*
	2	**FAIR TO POOR:** major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • *meaning confused or obscured*
	1	**VERY POOR:** virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
MECHANICS	4	**EXCELLENT TO VERY GOOD:** demonstrates mastery of conventions • few errors of spelling, punc-tuation, capitalization, paragraphing
	3	**GOOD TO AVERAGE:** occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
	2	**FAIR TO POOR:** frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwrit-ing • *meaning confused or obscured*
	1	**VERY POOR:** no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

(Entrance: minimum 2; Passing: minimum of 3 in each category)

Total Score: _____ **Comments:** _____ **Instructor:** _____
signature

Adapted from: Testing ESL Composition, a Practical Approach, by H.L. Jacobs, S.A. Zinkgraf, D.R. Wormuth, V. Faye Hartfiel, J.B. Hughey
Newbery House Publishers, Inc. Rowley, Massachusetts 01969 , 1981

TRANSITIONING TO COLLEGE ESOL
COURSE ASSIGNMENTS EVALUATION

Student: _____ Date: _____ Topic: _____

Written Language Construction:	ALWAYS	MOSTLY	RARELY	NEVER
Writes complete sentences	4	3	2	1
Writes sentences of various types	4	3	2	1
Writes sentences of appropriate length and complexity	4	3	2	1
Uses correct targeted grammatical structure:_____	4	3	2	1
Uses correct word order	4	3	2	1
Organization and Presentation:				
Sentences, paragraphs, story or essay makes sense to the reader	4	3	2	1
Uses appropriate vocabulary	4	3	2	1
Corrects and changes writing as needed to make sense	4	3	2	1
Mechanics:				
Letters are formed correctly	4	3	2	1
Handwriting is legible	4	3	2	1
Spacing of letters, words and lines is appropriate	4	3	2	1
Uses capital letters when needed	4	3	2	1
Uses correct punctuation	4	3	2	1
Writes with adequate speed	4	3	2	1
Spelling is acceptable	4	3	2	1

Comments:_____

_____

_____

Term: _____

Date: _____

TRANSITIONING TO COLLEGE ESOL
MASTERY OF SKILLS - DATES

Students Names	Grammar														Mechanics								Writing											Vocabulary					Supplemental		Comments
	parts speech	comp sub/verb	sub/verb agreem.	2 word verb	reg/irreg verb	verbals	[illegible]	[illegible]	[illegible]	adj. clauses	adv. clauses	prepos.	verb tenses	adj./adv	punct.	comma	apostrophy	capital	capital	sent fragment/run on	spelling	decl. sent.	word ord.	pre-wrt.	topic organ	paragraph	descriptive	narrative	process	illustration	3 paragraph essay	3 paragraph essay	pref./suff.	transit.	grammar terms	academic	topics	directions	process	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	1	2	
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COLLEGE ENTRANCE TEST (TOEFL) Preparation

COLLEGE ENTRANCE TEST
(TOEFL) Preparation

COURSE DESCRIPTION

The purpose of this course is to prepare students to pass any of the main academic tests required by four year U.S. and Canadian Colleges and Universities for admission of students whose first language is not English.

The most commonly used instrument is the Test of English as a Foreign Language (TOEFL), therefore a guideline for TOEFL preparation has been developed. However, the course should include preparation for other instruments required by different colleges and universities such as:

Michigan Test of English Language Proficiency (MTELP)
English Languge Institute
The University of Michigan
2001 North University Building
Ann Arbor, Michigan 48109-1057
(313) 747-0456

Comprehensive English Language Test (CELT)
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

The Test of English for International Communication (TOEIC)

Sample tests and information bulletins may be obtained from:
Educational Testing Services
P.O. Box 6151
Princeton, NJ 08541-6151
Telephone: 609-771-7760

A very strong component of this course should be general test taking skills for students unfamiliar with the academic culture of the United States.

RECOMMENDED TEXTBOOKS

Commercial textbooks to help prepare students for each of these tests are listed in the catalogues of main publishers of ESOL materials.

INSTRUCTORS QUALIFICATIONS

Certified in an academic area, preferably English with ESOL endorsement. Strong in advanced level structure of English language skills.

FUNDING SOURCE

General Education Preparation (GEP) or Fee Support.

TOEFL PREPARATION

COURSE DESCRIPTION

Test of English as a Foreign Language (TOEFL) is an entrance examination required by four year U.S. and Canadian Colleges and Universities for admission of students whose first language is not English. This course is designed to prepare students to successfully meet the requirement.

OBJECTIVES

- To prepare students to pass the TOEFL.
- To give students information about the design and format of the TOEFL.
- To provide an opportunity for students to practice:
  a. advanced listening comprehension skills
  b. advanced grammar and spelling skills
  c. college level vocabulary
  d. reading comprehension skills
- To provide an opportunity for students to improve paragraphs and essay writing skills.
- To provide an opportunity for students to improve their pronunciation.
- To acquaint students with the specific test taking skills needed in the U.S. Academic culture.

ACTIVITIES

Practice TOEFL Test items
Practice advanced listening, grammar, spelling, vocabulary, and reading skills
Practice paragraph/essay writing skills
Practice pronunciation
Practice test taking skills

RECOMMENDED TEXTBOOKS

Top The TOEFL Test - Ten Days to a Higher Score, Carla Blyth Hughes.
Prentice Hall Regents

The Prentice Hall Regents Prep Series for the TOEFL Test, Lin Longheed.
Prentice Hall Regents

Cliffs TOEFL Preparation Guide, (considered the best, good reference book, identifies problems). Alta Book Center (1-800-ALTA/ESL 0-8220-2018 Book/Cassette $14.95)

Barron's Practice Exercises for the TOEFL, Alta Book Center, 08120-4275-1SB Book $11.75, 0-8120-7624-9SB Cassette (2) $29.95

Super Course for the TOEFL, Arco, 1-800-223-2348, 06784839-9 Book $19.00 067195106-8 Cassette (2) $16.00

Breaking the TOEFL Barrier, Alta Book Center, 0-13-081597-7SB $18.40.

NTC's Preparation for TOEFL, National Textbook Company, 1-800-323-4900, G0738-1 Book $11.95 (10 or more ($10.95), G0737X Cassette (3) $29.95

TOEFL Mastery - Software, American Language Academy, 1-800-346-3469

VOCATIONAL ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (VESOL)

VOCATIONAL ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (VESOL)

COURSE DESCRIPTION

Cluster VESOL Classes in the Areas of Business:

Health, Industrial, and Home Economics are offered at High, Beginning, Intermediate, and Advanced levels. Students are encouraged to take full time courses at the lower level(s) and part time VESOL at the Advanced level in conjunction with the vocational class.

Course-specific VESOL assistance is offered in the classroom to students once they enter the vocational class.

OBJECTIVES

The overall objective is to prepare students to enter and successfully complete vocational training. More specifically, students will meet TABE exit requirements in math, reading, language, and vocational competencies of their programs in order to be certified.

Students will demonstrate communication skills commensurate to the requirements for employability in the vocational area of their choice.

ACTIVITIES

Communication Skills
Vocational Terminology
Note-Taking and Textbook Use
Employability Skills
Safety
Mathematics
Cultural Awareness (especially differences in training and work)

The following sections are excerpts from "The Adult ESOL Curriculum Development Project", Chapter VIII, developed by Nancy J. Lucas.

Resource Library of Vocational Materials for LEP Students

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RESOURCE LIBRARY OF VOCATIONAL MATERIALS FOR LEP STUDENTS

AUTO MECHANICS

Gaines, James R. Auto Mechanics: An Overview, Industrial Education (duplicating masters, transparencies). Saint Louis, Missouri: Milliken Publishing Co., 1980.

Taylor, Ellen and Charles Stewart. Practicing Occupational Reading Skills--Automotive. Random House, New York, 1982.

CARPENTRY

Educational Research Council of America. Carpenter, Real People At Work. St. Paul, Minnesota: EMC Publishing, 1982.

McConnell, Robert D. Woodworking--Trees, Wood, and the Woodworking Industry (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1976.

McConnell, Robert D. Woodworking--Wood Joints (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1976.

Stewart, Charles and Ellen Taylor. Practicing Occupational Reading Skills--Carpentry. Random House, New York, 1982.

CLERICAL

Andujar, Maria D. and Jose L. Iglesias. Typing, Spanish Version. New York, New York: Regents Publishing Company, Inc., 1977.

Caton, Joyce J. Word Processing--Business and Office Education (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1980.

Feuille-Le Chevallier, Carolyn. Tele-VESL Business Telephone Skills (Cassette). Hayward, California: The Alemany Press, 1983.

Gill, Marilyn and R. Jack Hacikyan. Business In English--A Communicative Skills Approach. New York, New York: Regents Publishing Company, Inc., 1980.

Meza, Barbara Steel de. Business Letter Handbook, Spanish/English. New York, NYP: Regents Publishing Company, Inc. 1973.

Nieves, Enrique. Topics for Business English for Spanish Speaking Students. South Western Publishing Company: Cincinnati, Ohio, 1982.

Sheff, Donald A. Secretary English. New York, New York: Regents Publishing Company, Inc., 1964.

CLOTHING PRODUCTION

Educational Research Council of America. Dressmaker, Real People At Work. Cleveland, Ohio: Austin H. Kiplinger, 1974.

Richey, Jim. Clothing Language--A Survival Vocabulary. Hayward, California: James Book Publishers, 1979.

COSMETOLOGY

Colletti, Anthony R. Cosmetology (Spanish translation). Broadway, New York: Publicaciones Keystone, 1975.

Educational Research Council of America. Beautician, Real People At Work. Cleveland, Ohio: Austin H. Kiplinger, 1974.

ELECTRICITY

Institute of Modern Languages, Inc. Basic Electricity. Silver Spring, Maryland: Institute of Modern Languages, Inc., 1975.

ELECTRONICS

Stewart, Charles and Ellen Taylor. Practicing Occupational Reading Skills--Electronics. Random House, New York, 1982.

FOOD PRODUCTION

Educational Research Council of America. Chef, Real People At Work. Cleveland, Ohio: Austin H. Kiplinger, 1974.

Richey, Jim. Restaurant Language--A Survival Vocabulary. Hayward, California: Janus Book Publishers, 1978.

Richey, Jim. Supermarket Language--A Survival Vocabulary. Hayward, California: Janus Book Publishers, 1978.

Shenk, Carol. Measurements in Cooking. Phoenix, New York: Richards Publishing Company, Inc., 1983.

HEALTH OCCUPATIONS

Hirschhorn, Howard H. Medical Guide (English-Spanish). New York, New York: Regents Publishing Company, 1968.

Richey, Jim. Medical Language--A Survival Vocabulary. Hayward, California: Janus Book Publishers, 1980.

Taylor, Ellen and Charles Stewart. Practicing Occupational Reading Skills--Health. Random House, New York, 1982.

HOUSEKEEPING

Educational Research Council of America. Executive Housekeeper, Real People At Work. Cleveland, Ohio: Austin H. Kiplinger, 1974.

MACHINE TRADES

Alpers, Byron J. and Mitchell L. Afrow. Vocational Reading Skills Shoptalk, Metal and Machines. Allyn and Bacon, Inc., 1978.

Stewart, Charles and Taylor, Ellen. Practicing Occupational Reading Skills--Machine Shop. Random House, New York, 1982.

TOOLS

Ronan, William. Shop and Home Safety--Using Hand Tools, Part 1 (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1975.

Ronan, William. Shop and Home Safety--Using Hand Tools, Part 2 (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1975.

Ronan, William. Shop and Home Safety--Using Power Tools (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1975.

Wells, Russell D. Identification and Features of Tools--Drilling and Boring Tools (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1975.

Wells, Russell D. Identification and Features of Tools--Driving, Turning, Slicing tools. St. Louis, Missouri: Milliken Publishing Co., 1975.

Wells, Russell D. Identification and Features of Tools--Edge Cutting, Scraping, and Shearing Tools (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1975.

Wells, Russell D. Identification and Features of Tools--Marking, Measuring, Layout, Checking, Sawing Tools. St. Louis, Missouri: Milliken Publishing Co., 1975.

UPHOLSTERY

Educational Research Council of America. Furniture Maker, Real People At Work. Cleveland, Ohio: Austin H. Kiplinger, 1974.

WELDING

West, Linda L. Welding. Hayward, California: The Alemany Press, 1984.

CULTURE

Curt, Judith Nine. Non-Verbal Communication. Cambridge, Massachusetts: National Assessment and Dissemination Center, 1976.

Curt, Judith Nine. Teacher Training Pack for a Course on Cultural Awareness. Cambridge, Massachusetts: National Assessment and Dissemination Center, 1976.

Davis, A. L. Culture, Class, and Language Variety. Urbana, Illinois: National Council of Teachers of English, 1973.

Hall, Edward T. The Silent Language. Garden City, New York: Anchor Books, 1973.

Saville-Troike, Muriel. Foundations for Teaching English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Seelye, H. Ned. Teaching Culture. Skokie, Illinois: National Textbook Company, 1981.

Snyder, Barbara. Cultural Encounters. Skokie, Illinois: National Textbook Company, 1979.

Spradley, James P. and Michael A. Rynkiewich. The Nacirema-Readings on American Culture. Boston, Massachusetts: Little, Brown and Company, 1975.

DICTIONARIES

Dover Publications, Inc. A Phrase and Sentence Dictionary if Spoken English. New York, New York, 1958.

Indiana University, Creole Institute. Haitian Creole--English-French Dictionary, Volume I. Bloomington, Indiana, 1981.

Indiana University, Creole Institute. Haitian Creole--English-French Dictionary, Volume II. Bloomington, Indiana, 1981.

Malgorn, Guy. Diccionario Tecnico Ingles/Espanol. Magallones, 25, Madrid, Spain: Paraninfo, S.A., 1977.

Oliver, Dennis A. The Spelling Helper Dictionary. Hialeah, Florida: Denco International Publishing Co., 1980.

EMPLOYABILITY SKILLS

Jew, Wing and Robert Tong. Job Interview Kit. Haywards, California: Janus Book Publishers, 1976.

Piltch, Benjamin. Application Forms. Phoenix, New York: Frank E. Richards Publishing Co., 1972.

Quinn, Treva M. Weekly Time Cards. Johnstown, Pennsylvania: Mafex Associates, Inc., 1969.

Richey, Jim. Job Application Language. Hayward, California: Janus Book Publishers, 1978.

Savage, K. Lynn, Mamie How, and Ellen Laishan Yeung. English That Works - 1 & 2. Glennview, Illinois: Scott Forseman and Company, 1982.

Schneider, Bernard. Getting And Holding A Job. Phoenix, New York: Frank E. Richards Publishing Co., 1966.

Walker, Bonnie L. and Jacqueline Madder. Career Awareness. Baltimore, Maryland: Media Materials, Inc., 1978.

Walker, Bonnie L. and Jacqueline Madder. Career Exploration. Baltimore, Maryland: Media Materials, Inc., 1978.

Walker, Bonnie L. and Jacqueline Madder. Career Planning. Baltimore, Maryland: Media Materials, Inc., 1978.

Wool, John D. Preparing For The Job Interview. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1977.

GENERAL SAFETY

Bradley, Curtis and Joan Friedenberg. Safety Comes In All Languages. Miami, Florida: Bilingual Vocational Instructor Training Program, 1983.

Mrowicki, Linda. Let's Work Safely! Palatine, Illinios: Linmore Publishing, Inc., 1984.

Ronan, William. Shop and Home Safety. Personal Safety. St. Louis, Missouri: Milliken Publishing Company, 1975.

Thomas, Donald F. How To Become A Safe Worker. Johnstown, Pennsylvania: Mafex Associates, Inc., 1977.

BIBLIOGRAPHY

Bergin, Victoria. Special Education Needs in Bilingual Programs. Rosslyn, Virginia: National Clearinghouse, 1980.

Bilingual Vocational Education Project. Vocational Education for the Limited-English Speaking: A Handbook for Administrators. Arlington Heights, Illinois: Illinois Department of Adult, Vocational and Technical Education, 1979.

Bilingual Vocational Teaching Training Project. Planning the Language Component (Part II). Austin, Texas: Consortium C. Education Service Center IV, 1977.

Bonomo, Michael and Mary Finocchiaro. The Foreign Language Learner: A Guide for Teachers. New York, New York: Regents Publishing Company, Inc., 1973.

Bradley, Curtis and Joan Friedenberg. Foundations and Strategies for Bilingual Vocational Education. Washington, D.C.: Center for Applied Linguistics, 1983.

Bradley, Curtis and Joan Friedenberg. Safety Comes In All Languages. Bilingual Vocational Instructor Training Program, Florida International University, Miami, Florida, 1983.

Bruder, Mary Newton and Christina Pratt Paulston. Teaching English as a Second Language: Techniques and Procedures. Cambridge, Massachusetts: Winthrop Publishers, Inc., 1976.

Crandall, Jo Ann. Language in Education: Theory and Practice #22 Adult Vocational ESL. Arlington, Virginia: Center for Applied Linguistics, 1979.

Dehesus, Patricia and Linda Mrowicki. Handbook for the VESL Teacher. Arlington Heights, Illinois: Northwest Education Cooperative, 1981.

Friedenberg, Joan and Curtis Bradley. The Vocational ESL Handbook. Rowley, Massachusetts: Newbury House Publishers, Inc., 1984.

Lopez-Valadez, Jeanne. "VESOL Consultant Services" Workshop, Broward County, Florida. Bilingual Vocational Education Project, 1982.

Lucas, Nancy Lee. "A New Start for Refugees - Language, The First Barrier". Journal of the American Vocational Association, May, 1984.

Lucas, Nancy Lee. Competencies for Vocational Educators Serving Limited English Proficient Students (for Administrators, Vocational Instructors, Vocational English as a Second Language Instructors). Florida Department of Education Project, 1984.

Lucas, Nancy Lee. "Cultural Adjustment" Immigrant Workers and the American Workplace: The Role of Voc Ed, 1985.

Lucas, Nancy Lee. "Language - The First Barrier". Florida Vocational Journal, January/February, 1985.

Martinez, Robert and Gary Hargett, Cecilia Navarrete, Chris Nelson, Judith Wilde. Informal Assessment in Educational Evaluation: Implications for Bilingual Education Programs. Washington, D.C.: National Clearinghouse for Bilingual Education, 1990.

Savage, K. Lynn, Mamie How and Ellen Lai-Sahy Yeung. English That Works. Scott Foresman and Company, 1982.

Seelye, H. Ned. Teaching Culture. Skokie, Illinois: National Textbook Company, 1981.

Snyder, Barbara. Encuentros Culturales (Cross-Cultural Mini-Dramas). Skokie, Illinois: National Textbook Company, 1979.

Stevick, Earl W. Teaching Languages: A Way of Ways. Rowley, Massachusetts: Newbury House Publishers, Inc., 1981.

TERMS, PROGRAM MODELS, PRINCIPLES AND PRACTICES IN VOCATIONAL ESOL PROGRAMS

COMING TO TERMS WITH VOCATIONAL ESOL TERMINOLOGY

The integration of vocational education and bilingual/ESOL education to improve services to the LEP adults of our nation has brought about development of new instructional practices and, as a result, new terminology. Some of the follow terms are new; some are not. Being familiar with these terms, however, will assist ESOL teachers in more effective communication and collaboration with vocational teachers and other ESOL professionals.

1.	Bilingual Education	the use of the first and second language in instruction
2.	Transitional Bilingual Education	instruction is given using the home language, as needed, while learning English
3.	Maintenance Bilingual Education	instruction is given in two languages so that the home language is maintained
4.	OSHA	Occupational Safety & Health Act - Federal safety guidelines for the workplace
5.	DOT	Dictionary of Occupational Titles - includes exact job titles for occupations to be analyzed
6.	VESL or VESOL	specific language instruction; curricula designed for specific vocational programs
7.	Voc Ed	Vocational Education

8.	Carl D. Perkins Act	Federal Legislation which provides funds for serving LEP students in vocational education
9.	CBVE	Competency-Based Vocational Education - vocational curricula organized by specific outcomes and student performance objectives
10.	BVE	Bilingual Vocational Education - vocational instruction using both the first and second language
11.	OBEMLA	Office of Bilingual Education and Minority Language Affairs - provides funds to establish bilingual and ESOL programs
12.	OVAE	Office of Vocational and Adult Education in Washington, D.C.
13.	AVA	American Vocational Association - national association for vocational educators
14.	NABE	National Association of Bilingual Education - organization for professional bilingual educators
15.	TESOL	Teachers of English for Speakers of Other Languages - national organization for ESOL professionals

BASIC VESOL PROGRAM MODELS

VESOL programs across the nation are implemented using various program models according to the specific needs and available resources of a school district. Outlined below are three basic VESOL program models, some more effective than others, which are generally implemented to support and enhance vocational instruction for LEP students.

Less Effective <----------> More Effective

I. Supplementation	II. Modification	III. Innovation
STAFF: Bilingual teacher aide assists vocational instructor	STAFF: Vocational teacher with ESOL skills and cultural sensitivity or bilingual vocational teacher or vocational teacher with bilingual teacher aide and/or vocational ESOL teacher	STAFF: Same as modification model plus a VESOL teacher to teach VESOL component
TRAINING: Role of aides, instructional techniques/resources materials adaptation	TRAINING: Extensive materials adaptation, team teaching techniques, ESOL techniques	TRAINING: Curriculum design/development, joint lesson planning, team teaching techniques, extensive materials adaptation
CURRICULUM: No major changes, uses home language when needed	CURRICULUM: Vocational language competencies and cultural differences are added to existing curriculum	CURRICULUM: Design of specific vocational course geared to needs of LEP students

Adapted from: Jeanne Lopez-Valadez. Bilingual Vocational Education Project. Arlington, Illinois, 1982.

VOCATIONAL ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

PRINCIPLES AND PRACTICES

1. VESOL instruction includes the following student performance standards:

   a. *Understand the English language content and skills for vocational education training.*
   b. *Understand and identify career opportunities and requirements.*
   c. *Understand and follow specific vocational processes and procedures.*
   d. *Understand and identify appropriate use of tools.*
   e. *Understand and apply safety language and codes.*
   f. *Communicate specific vocational related language.*
   g. *Complete specific vocational forms.*
   h. *Perform specific vocational measurements and/or calculations.*
   i. *Analyze and solve vocational problems.*
   j. *Recognize and engage in appropriate social and cultural interactions for a vocation.*

2. The justification for provision of VESOL services is to provide the LEP student vocational training if he/she already has vocational interests, needs immediate employment and training to survive, and/or is seeking upward mobility.

3. Learning English is a process; the LEP adult learner will continue to learn the language all of his/her life, constantly picking up new vocabulary, sounds, and grammar and gradually internalizing them.

4. VESOL instruction provides immediate relevant language, but in a controlled setting.

5. VESOL requires the integration of vocational and linguistic objectives and emphasizes occupational language demands.

6. VESOL instruction provides needed repetition and reinforcement of the new language.

7. VESOL is not General ESOL. Major distinctions are:

VOCATIONAL ESOL	*GENERAL ESOL*
Grammar is presented according to frequency of use	Grammar is usually presented in order of difficulty. (simple--complex)
Vocational content monitors the ESOL instructor.	ESOL instructor is free to choose/monitor content.
Literacy Skills are specific to a vocation (Ex. Auto Body--Crash Estimating Guides, work orders, stockroom orders, etc.)	Literacy skills are general (bus schedules, bills, road signs, etc.)
Listening Comprehension (Safety information, directions/ procedures) is the priority skill.	No priority skills, all (listening comprehension, speaking, reading, writing) given equal emphasis.
LEP student immediately uses language skills acquired.	LEP student may or may not immediately use language skills acquired.
Few texts and/or curricula are readily and commercially available.	Many texts and curricula are readily and commercially available.
Each VESOL class is "custom-designed" and has distinct competencies according to the vocational program each supports.	ESOL classes often share similar competencies using existing program designs.
Communication and collaboration with vocational staff is required, as vocational ESOL instruction provides direct support to a specific vocational program.	Adult ESOL instruction often stands alone and provides indirect support to other programs.

8. VESOL instruction provides an outlet for relevant questions concerning cultural information, language, and the school site in general in a comfortable, non-threatening setting.

9. VESOL instruction provides systematic practice of isolated language so that specialized second language learning can occur.

10. Language requirements are different for different vocational programs. Examples:

Auto Body

a. little speaking required
b. high level of understanding required
c. reading/writing necessary in terms of:
    1) work orders
    2) safety signs
    3) estimate forms
    4) labels
    5) Crash Estimating Guides

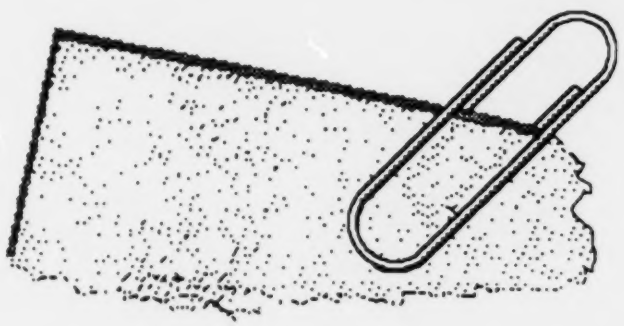
However;

Nursing Assistant

a) very accurate speaking skills required (dealing with health, medicine, directions, etc.)

b) reading/writing necessary in terms of:
    1) card files
    2) patient care instructions
    3) graphing charts
    4) paragraph reports (complete sentences).

APPENDIX



CURRICULUM FRAMEWORKS - GRADE 30, 31
Florida Department of Education

COURSE NUMBER: 9900040 SUBJECT AREA: ADULT EDUCATION

CREDIT: NONCREDIT COURSE TITLE: ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION TO SPEAKERS OF OTHER LANGUAGES. THE PRIMARY GOAL IS THE STUDENTS' ACQUISITION OF COMMUNICATION SKILLS TO ENABLE THEM TO FUNCTION SUCCESSFULLY WITHIN OUR SOCIETY.

THE CONTENT MAY INCLUDE, BUT SHOULD NOT BE LIMITED TO, THE DEVELOPMENT OF LISTENING, SPEAKING, READING, WRITING AND CROSS CULTURAL COMMUNICATION SKILLS.

AREAS OF INSTRUCTION, BASED ON STUDENTS' NEEDS, ARE: PRIMARY LANGUAGE 'SUPPORT/ESOL LITERACY, ESOL SURVIVAL/LIFE COPING SKILLS, ESOL PRE-GED SKILLS, WORKPLACE ESOL, VOCATIONAL ENGLISH SPEAKERS OF OTHER LANGUAGES (VESOL), AND AMNESTY/CITIZENSHIP.

II. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

1. DEMONSTRATE BASIC LITERACY SKILLS THROUGH THE USE OF PRIMARY LANGUAGE SUPPORT (PLS) AND/OR ESOL.

2. DEMONSTRATE ESOL SURVIVAL/COPING SKILLS NECESSARY TO FUNCTION IN DAILY LIFE.

3. DEMONSTRATE THE USE OF ESOL PRE-GED SKILLS.

4. DEMONSTRATE ESOL COMMUNICATION SKILLS NEEDED TO FUNCTION AND/OR ADVANCE AT WORK.

5. UNDERSTAND THE ENGLISH LANGUAGE CONTENT AND SKILLS FOR VOCATIONAL EDUCATION TRAINING.

6. UNDERSTAND THE BASIC CONCEPTS OF U.S. HISTORY AND GOVERNMENT AS THEY APPLY TO U. S. CITIZENSHIP.

COURSE NUMBER: 9900040 COURSE TITLE: ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

III. SPECIAL NOTE

1. THIS COURSE MAY BE OFFERED AS A COMPLETE PROGRAM OR IN SEGMENT OF SPECIALIZATION.

2. FIELD TRIPS AND SITE VISITS MAY BE USED IN THIS COURSE.

3. LANGUAGE AND/OR COMPUTER LABORATORIES (LABS) MAY BE USED IN THIS COURSE.

4. MAINSTREAM ENGLISH LANGUAGE TRAINING (MELT) STUDENT PERFORMANCE LEVELS (SPS) IS RECOMMENDED FOR USE AS A UNIVERSAL DESCRIPTOR TO DEFINE THE VARIOUS COURSE LEVELS. COURSE TITLES MAY VARY FROM DISTRICT TO DISTRICT.

COURSE NUMBER: 9900040 COURSE TITLE: ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

1. **DEMONSTRATE BASIC LITERACY SKILLS THROUGH THE USE OF PRIMARY LANGUAGE SUPPORT AND/OR ESOL. (MELT STUDENT PERFORMANCE LEVELS 0-II).**

    1.01 EXHIBIT MANIPULATIVE SKILLS AS THEY RELATE TO PRODUCING WRITTEN LANGUAGE.

    1.02 INTERPRET AND PRODUCE BASIC PERSONAL INFORMATION.

    1.03 UNDERSTAND AND EXPRESS BASIC EMOTIONAL STATES.

    1.04 UNDERSTAND AND UTILIZE SOCIAL AND CULTURAL CONCEPTS.

    1.05 UNDERSTAND AND UTILIZE ENVIRONMENTAL CONCEPTS.

    1.06 UNDERSTAND AND RESPOND TO TRANSPORTATION AND TRAVEL INFORMATION AND REGULATIONS.

    1.07 INTERPRET AND RESPOND TO CONSUMER INFORMATION.

    1.08 COMPREHEND AND RESPOND TO HOUSING AND HOUSEHOLD INFORMATION.

    1.09 UNDERSTAND AND REACT TO HEALTH AND NUTRITION INFORMATION.

    1.10 UNDERSTAND AND RESPOND TO INFORMATION REGARDING EMPLOYMENT.

    1.11 RECOGNIZE AND RESPOND TO PARENTING SKILL INFORMATION.

    1.12 UTILIZE PRONUNCIATION PATTERNS EFFECTIVELY.

COURSE NUMBER: 9900040 COURSE TITLE: ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

2. DEMONSTRATE ESOL SURVIVAL/COPING SKILLS NECESSARY TO FUNCTION IN DAILY LIFE (MELT STUDENT PERFORMANCE LEVELS I-VII.)

2.01 USE EFFECTIVE PERSONAL AND SOCIAL SKILLS.

2.02 UTILIZE COMMUNITY RESOURCES EFFECTIVELY.

2.03 RECOGNIZE NECESSARY SKILLS TO OBTAIN AND MAINTAIN EMPLOYMENT.

2.04 UNDERSTAND AND RESPOND TO HOUSING NEEDS.

2.05 DEMONSTRATE EFFECTIVE CONSUMER SKILLS.

2.06 DEMONSTRATE KNOWLEDGE OF HEALTH AND NUTRITION PRACTICES.

2.07 DISPLAY THE APPROPRIATE USE OF TRANSPORTATION AND TRAVEL SKILLS.

2.08 DEMONSTRATE KNOWLEDGE OF EFFECTIVE PARENTING SKILLS.

2.09 UNDERSTAND AND RESPOND TO ENVIRONMENTAL ISSUES.

2.10 DEMONSTRATE CROSS-CULTURAL COPING SKILLS FOR USE IN DAILY LIFE.

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

3. **DEMONSTRATE THE USE OF ESOL PRE-GED SKILLS (MELT STUDENT PERFORMANCE LEVELS V-IX.)**

3.01 USE LISTENING SKILLS FOR A VARIETY OF ACADEMIC PURPOSES.

3.02 PARTICIPATE IN FORMAL AND INFORMAL SPEAKING ACTIVITIES FOR A VARIETY OF ACADEMIC PURPOSES.

3.03 DEMONSTRATE ABILITY TO USE STANDARD ENGLISH PRONUNCIATION.

3.04 APPLY LITERAL, INFERENTIAL AND EVALUATIVE READING COMPREHENSION SKILLS.

3.05 USE FUNDAMENTAL WRITING SKILLS IN AN ACADEMIC SETTING.

3.06 DEMONSTRATE KNOWLEDGE OF VOCABULARY IN VARIOUS CONTENT AREAS.

3.07 RECOGNIZE AND USE IDIOMATIC EXPRESSIONS IN ENGLISH.

3.08 APPLY STUDY SKILLS AND TEST-TAKING SKILLS.

3.09 UNDERSTAND AND DIFFERENTIATE BETWEEN CROSS-CULTURAL PRACTICES AND THEIR APPLICATIONS IN SOCIETY.

3.10 PROCESS AND GENERATE INFORMATION FROM MASS MEDIA.

3.11 ANALYZE AND APPLY CRITICAL THINKING SKILLS TO VISUAL, ORAL AND/OR WRITTEN COMMUNICATION.

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

4. **DEMONSTRATE ESOL COMMUNICATION SKILLS NEEDED TO FUNCTION AND/OR ADVANCE AT WORK (MELT STUDENT PERFORMANCE LEVELS 0-VIII).**

4.01 DEMONSTRATE APPROPRIATE PROCEDURES FOR APPLYING FOR A JOB OR JOB ADVANCEMENT.

4.02 FOLLOWS PROCEDURES FOR RESIGNING FROM A JOB.

4.03 UNDERSTAND AND FOLLOW SAFETY PROCEDURES.

4.04 COMPREHEND AND/OR APPLY COMPANY POLICIES AND PROCEDURES AT WORK.

4.05 COMMUNICATE ON THE JOB USING APPROPRIATE GENERAL AND WORK SPECIFIC LANGUAGE.

4.06 READ AND WRITE WORK-RELATED MESSAGES, MATERIALS, AND REPORTS.

4.07 PERFORM MEASUREMENTS AND/OR CALCULATIONS.

4.08 ANALYZE AND SOLVE WORKPLACE PROBLEMS.

4.09 RECOGNIZE AND ENGAGE APPROPRIATE SOCIAL AND CULTURAL INTERACTIONS FOR THE WORKPLACE.

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

5. UNDERSTAND THE ENGLISH LANGUAGE CONTENT AND SKILLS FOR VOCATIONAL EDUCATION TRAINING (MELT STUDENT PERFORMANCE LEVELS V-VIII).

5.01 UNDERSTAND AND IDENTIFY CAREER OPPORTUNITIES AND REQUIREMENTS.

5.02 UNDERSTAND AND FOLLOW SPECIFIC VOCATIONAL PROCESSES AND PROCEDURES.

5.03 UNDERSTAND AND IDENTIFY APPROPRIATE USE OF TOOLS.

5.04 UNDERSTAND AND APPLY SAFETY LANGUAGE AN CODES.

5.05 COMMUNICATE SPECIFIC VOCATIONAL RELATED LANGUAGE.

5.06 COMPLETE SPECIFIC VOCATIONAL FORMS.

5.07 PERFORM SPECIFIC VOCATIONAL MEASUREMENTS AND/OR CALCULATIONS.

5.08 ANALYZE AND SOLVE VOCATIONAL PROBLEMS.

5.09 RECOGNIZE AND ENGAGE APPROPRIATE SOCIAL AND CULTURAL INTERACTIONS FOR A VOCATION.

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

6. UNDERSTAND THE BASIC CONCEPTS OF UNITED STATES HISTORY AND GOVERNMENT AS THEY APPLY TO UNITED STATES CITIZENSHIP (MELT STUDENT PERFORMANCE LEVELS O-X).

6.01 DESCRIBE THE ORGANIZATIONAL AND FUNCTION OF THE U.S. GOVERNMENT AS ESTABLISHED BY THE CONSTITUTION.

6.02 UNDERSTAND AND INTERPRET THE BILL OF RIGHTS AS IT RELATES TO PERSON LIVING IN THE U.S., ITS PROTECTORATES, AND TERRITORIES.

6.03 IDENTIFY THE STRUCTURE AND FUNCTION OF GOVERNMENT AT THE LOCAL, STATE, AND NATIONAL LEVELS.

6.04 EXPLAIN GOVERNMENT ELECTION PROCEDURES AT THE LOCAL, STATE, AND NATIONAL LEVEL.

6.05 DESCRIBE THE RIGHTS AND RESPONSIBILITIES OF A U.S. CITIZEN.

6.06 UNDERSTAND THE STEPS REQUIRED TO BECOME A U.S. CITIZEN.

6.07 RECOGNIZE IMPORTANT SYMBOLS OF THE UNITED STATES AND THEIR SIGNIFICANCE.

6.08 IDENTIFY PROMINENT INDIVIDUALS WHO HAVE CONTRIBUTED TO U.S. HISTORY, GOVERNMENT, AND CULTURE.

6.09 UNDERSTAND AND DISCUSS THE SIGNIFICANCE AND CONSEQUENCES OF THE CIVIL RIGHTS MOVEMENT.

6.10 IDENTIFY MAJOR EVENTS THROUGHOUT THE UNITED STATES.

BROWARD COUNTY SCHOOL BOARD
ESOL INTAKE AND TRANSITION FORM

Student Last Name: _____ **First Name** _____

Date of entry: _____ **Home Telephone:** _____

Address: _____

ORAL INTERVIEW

1. How long have you been in this country ? _____
2. Where are you from ? _____
3. What is your native language ? _____
4. Do you work/have a job now ? ____yes ____no
   Where do you work ? _____
   What is your job ? _____
5. Do you have family/friends here ? ____yes ____no Who are they: _____
6. Do you have children ? ____yes ____no Do they speak English ? ____yes ____no
7. How did you know about this school ? _____
8. Did you go to school in your country ? Did you finish your education? How many years?

   _____

   _____

9. Educational Goals:
   (check most important ones) Why do you want to learn English ?

   _____ personal satisfaction
   _____ learn to read and write in English
   _____ get a job / better job
   _____ TOEFL
   _____ get a GED
   _____ get a High School diploma
   _____ go to American college/university
   _____ other

Assessment of Listening Comprehension: _____

_____

Assessment of Speaking ability: _____

_____

Interviewer: _____ Date: _____

TABE SCORE: _____ MELT LEVEL: _____

Initial Placement Level: _____

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WRITING SAMPLE:

Write a paragraph of approximately fifty (50) words about yourself and your plans for the future

_____

_____

_____

_____

_____

_____

_____

_____

READING

Please read a paragraph from (a selected reader)

Assessment of Writing ability _____

Assessment of Reading ability _____

UPDATE

Student Last Name: _____ First _____

TRANSITION:

Date: _____ _____Level -to- _____Level

Date: _____ _____Level -to - _____Level

Date: _____ _____Level -to- _____Level

Date: _____ _____Level -to- _____Level

MAINSTREAM:

Date: _____

To: _____

(Name of Program)

REFERRAL:

Date: _____

To: _____

(Name of Program)

ESOL INTAKE AND TRANSITION FORM
Assessment Criteria

Student Name:_____

Date:_____

Assessor:_____

ORAL ASSESSMENT

Use Mainstream English Language Training (MELT)
Student Performance Levels (SPS)

Level: _____

WRITING ASSESSMENT

Grammar and Style	_____	**Rating Scale:**	3 - Very Good
Vocabulary/Idioms	_____		2 - Average
Topic Relevancy	_____		1 - Little Ability
Length	_____		0 -No Ability
Successful Communication	_____		
			(max. 15 points)
Total:	_____		

READING ASSESSMENT

Accuracy	_____	**Rating Scale:**	3 - Very Good
Pronunciation	_____		2 - Good
Fluency/Intonation	_____		1 - Poor
Perceived Comprehension	_____		0 - No Ability
Completion of Assigned Reading	_____		
			(max. 15 points)
Total:	_____		

Mainstream English Language Training (MELT) Levels

STUDENT PERFORMANCE LEVELS — ABBREVIATED VERSION

0	No ability whatsoever.		
I	• Functions minimally, if at all, in English.	• Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	• A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures
II	• Functions in a very limited way in situations related to immediate needs.	• Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level
III	• Functions with some difficulty in situations related to immediate needs.	• Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level
IV	• Can satisfy basic survival needs and a few very routine social demands.	• Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated	• A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
V	• Can satisfy basic survival needs and some limited social demands.	• Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated	• A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level

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VI	• Can satisfy most survival needs and limited social demands.	• Can handle jobs and job training that involve following simple oral and written instructions and diagrams.	• A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.
VII	• Can satisfy survival needs and routine work and social demands.	• Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.	• A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.
VIII	• Can participate effectively in social and familiar work situations.		• A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics
IX	• Can participate fluently and accurately in practical, social, and work situations.		• A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.
X	• Ability equal to that of a native speaker of the same socio-economic level.	BEST COPY AVAILABLE	

PREPARATORY
Individual Student Checklist
Student-Based

Student Name	Beginning Date
Teacher Name	School and/or Site

1.0 - INTERPERSONAL COMMUNICATION (IC) — Date Skill Mastered

1.1	States and prints vocabulary for name (Name: first, middle, and last)	
1.2	States and prints full address: (number, street, city, state and zip code)	
1.3	States and writes area code and telephone number	
1.4	Can count: 1-100	
1.5	Writes social security number	
1.6	Recognizes Immigration I.D. No. (where applicable)	
1.7	States and writes date of birth	
1.8	Recognizes basic shapes	
1.9	Recognizes basic colors	
1.10	Demonstrates left to right eye movement in reading	
1.11	Correctly holds writing utensil	
1.12	Traces shapes, letters and numbers	
1.13	Prints letters of alphabet within context of vocabulary (manuscript)	
1.14	Demonstrates ability to use phone (rotary and touch tone)	

Teacher's Initials: _____

2.0 - SAFETY AND SECURITY (SS) — Date Skill Mastered

2.1	Demonstrates use of 911 (Operator, Fire, Police, Ambulance)	
2.2	Demonstrates understanding of safe walking procedures	
2.3	Demonstrates understanding of safe bicycling procedures	
2.4	Recognizes basic safety signs/symbols	
2.5	Responds to caution/warning vocabulary ("Watch Out," "Look Out," "Be Careful," "Stop," "Lock")	
2.6	Recognizes emergency vocabulary (help, accident, injury, burn, poison, bleeding, unconscious, not breathing, drown)	
2.7	Identifies basic safety equipment and supplies (fire extinguisher, first aid kit, flare)	

Teacher's Initials: _____

3.0 - HEALTH AND NUTRITION (HN) — Date Skill Mastered

3.1	Identifies basic parts of the body	
3.2	Recognizes basic states of being (awake/asleep, well/sick)	
3.3	Identifies the five senses	
3.4	Identifies common ailments/injuries vocabulary	
3.5	Recognizes basic personal care/hygiene vocabulary	
3.6	Identifies basic health care providers (doctor, nurse, dentist, hospital, clinic, health department)	
3.7	Identifies basic medical care vocabulary	
3.8	Recognizes basic foods/food groups	
3.9	Identifies "junk foods"	
3.10	Identifies expiration date on food/medicine	
3.11	Identifies forms of exercise for physical fitness	

Teacher's Initials _____

4.0 - TIME AND MONEY (TM) — Date Skill Mastered

4.1	Identifies numbers (0 through 100) in numeral form	
4.2	Identifies number words (zero through one hundred)	

4.3	Counts to 100	_____
4.4	Identifies the days of the week in consecutive order	_____
4.5	Identifies the months of the year in consecutive order	_____
4.6	Identifies the seasons of the year	_____
4.7	States date in month/day/year	_____
4.8	Locates today's date on a calendar	_____
4.9	Tells time on the hour, half-hour, quarter-hour, and in minutes (analog and digital)	_____
4.10	Differentiates A.M. and P.M.	_____
4.11	Identifies U.S. currency	_____
4.12	Identifies money symbols (dollar/cent sign, decimal point)	_____
4.13	Determines equivalent money amounts	_____
4.14	Determines change due	_____
4.15	Computes tax/tip	_____
4.16	Recognizes basic vocabulary of purchase/payment (total, amount due, tax, cash, credit, check, money order, due date)	_____

Teacher's Initials_____

Date Skill Mastered

5.0 - HOUSEHOLD AND SHOPPING (HS)

5.1	Differentiates types of housing	_____
5.2	Identifies the rooms of a house/apartment	_____
5.3	Identifies means of locating housing	_____
5.4	Identifies basic types of independent living expenses	_____
5.5	Identifies basic household furnishings	_____
5.6	Identifies basic household appliances	_____
5.7	Identifies basic household repair/maintenance problems	_____
5.8	Identifies basic household tools	_____
5.9	Identifies basic household supplies	_____
5.10	Identifies basic units of weight	_____
5.11	Identifies basic units of linear measurement	_____

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5.12	Identifies basic units of capacity	_____
5.13	Identifies basic articles of clothing and accessories	_____
5.14	Recognizes basic clothing/shoe sizes	_____
5.15	Identifies basic fabrics/materials	_____
5.16	Recognizes types of stores	_____
5.17	Recognizes departments in a store	_____

Teacher's Initial _____

Date Skill Mastered

6.0 - TRANSPORTATION AND TRAVEL (TT)

6.1	Identifies basic forms of transportation	_____
6.2	Identifies basic legal requirements to drive/obtain license	_____
6.3	Identifies the basic parts of a car	_____
6.4	Identifies basic problems of a car	_____
6.5	Identifies basic street and traffic signs	_____
6.6	Recognizes rules/regulations for parking	_____
6.7	Identifies insurance required with ownership of a vehicle	_____
6.8	Recognizes consequences of driving under the influence of alcohol, medication, or illegal substances	_____

Teacher's Initials _____

Date Skill Mastered

7.0 - GOVERNMENT AND COMMUNITY (GC)

7.1	Identifies basic signs (push/pull, men/women, enter/exit)	_____
7.2	Identifies basic government agencies/services (INS, HRS, IRS, Social Security, Post Office, Health Dept., Court House)	_____
7.3	Identifies basic community services (hospital, police, fire, public utilities, public school system, library)	_____
7.4	Identifies basic media as sources of information (television, newspapers, brochures, radio)	_____
7.5	Recognizes procedures to request police assistance	_____
7.6	Recognizes procedures when stopped by police	_____
7.7	Recognizes acceptable forms of identification	_____
8	Identifies basic law/citizenship vocabulary	_____

7.9 Locates the U.S. on a world map _____

7.10 Locates Florida on a world map _____

7.11 Identifies the U.S. flag _____

7.12 Recognizes the Pledge of Allegiance _____

7.13 Recognizes "The Star Spangled Banner" as the national anthem _____

7.14 Identifies the current U.S. President _____

7.15 Recognizes most common U.S. holidays, customs, and traditions _____

7.16 Identifies basic leisure activities and facilities _____

Teacher's Initials: _____

Date Skill Mastered

8.0 - THE ENVIRONMENT AND THE WORLD (EW)

8.1 Identifies the temperature in Fahrenheit degrees _____

8.2 Recognizes basic weather vocabulary _____

8.3 Identifies procedures to prepare for a storm/hurricane _____

8.4 Identifies procedures to evacuate during emergency/disaster _____

8.5 Identifies procedures to dispose of waste/trash/litter _____

8.6 Identifies basic types of animals _____

8.7 Compares and contrasts general culture facts between native country and U.S. (customs, holidays, schooling, music, food) _____

Teacher's Initials: _____

Date Skill Mastered

9.0 - EMPLOYABILITY AND CAREERS (EC)

9.1 Identifies entry-level jobs/occupations _____

9.2 Identifies appropriate work clothing _____

9.3 Identifies basic safety equipment in the workplace _____

9.4 Identifies safe procedures for lifting heavy objects _____

9.5 Identifies sources of employment opportunities _____

9.6 Provides basic information on a job application form _____

9.7 Prepares a simple resume _____

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9.8 Responds to basic questions during a job interview _____

9.9 Identifies procedures for reporting absence/lateness _____

9.10 Identifies procedures for using time clocks/time sheets _____

9.11 Identifies information on paycheck (gross/net pay, deductions) _____

9.12 Provides information on W-4/W-2 forms _____

9.13 Identifies income tax return _____

Teacher's Initials _____

Date Skill Mastered

10.0 - FAMILY AND PARENTING (FP)

10.1 Recognizes basic vocabulary identifying people and relationships _____

10.2 Recognizes basic vocabulary of classroom objects _____

10.3 Recognizes that school attendance is mandatory for children between the ages of six and sixteen. _____

10.4 Identifies procedures to register a child in school _____

10.5 Recognizes procedures to report absence _____

10.6 Identifies opportunities to participate in school activities _____

10.7 Identifies types of school-to-home communication _____

10.8 Identifies types of sports/extracurricular activities _____

10.9 Identifies sources of child care/supervision when not in school _____

10.10 Demonstrates knowledge of child abuse and legal consequences _____

Teacher's Initial _____

BEGINNING - A
Individual Student Checklist
Student-Based

Student Name	Beginning Date
Teacher Name	School and/or Site

1.0 - INTERPERSONAL COMMUNICATION (IC)

Date Skill Mastered

1.1	Writes full name legibly and spells it orally	
1.2	Writes full address legibly and spells it orally	
1.3	Identifies family members	
1.4	Describes self and others (physical characteristics and personal traits)	
1.5	Writes basic personal data (date of birth, age, sex, race, educational level, country of origin, etc.)	
1.6	Writes numbers 1-1000 in manuscript and pronounces numbers	
1.7	Writes and pronounces letters of the alphabet within context of vocabulary words	
1.8	Addresses an envelope	
1.9	Writes using abbreviations	

Teacher's Initial: _____

2.0 - SAFETY AND SECURITY (SS)

Date Skill Mastered

2.1	Demonstrates understanding of fire escape route, "stop, drop, and roll"	
2.2	Demonstrates dialogue used in calling 911	
2.3	Discusses ways to carry money safely	
2.4	Demonstrates safe ways to walk along or in groups	

Teacher's Initial: _____

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3.0 - HEALTH AND NUTRITION (HN)

Date Skill Mastered

3.1	Identifies simple body parts and the five senses	
3.2	Recognizes basic vocabulary relating to personal hygiene	
3.3	Recognizes basic vocabulary relating to accidents, injuries, and illnesses	
3.4	Completes simplified patient history form	
3.5	Reads a thermometer in U. S. measuring system (understands normal/high temperature)	
3.6	Demonstrates an understanding of procedures for filling a prescription	
3.7	Reads and understands direction for medication and its safe storage	
3.8	Demonstrates an understanding of the importance of medical instructions	
3.9	Demonstrates an understanding of and discusses dangers of substance abuse and consequences of illegal use	
3.10	Recognizes differences of services among hospitals, clinics, public health facilities, etc.	
3.11	Demonstrates awareness of types of insurance plans and health care coverage	
3.12	Demonstrates an understanding of basic food groups, food pyramids	
3.13	Reads a simple restaurant menu	
3.14	Orders a meal from a menu	
3.15	Demonstrates using a standard cooking measurement with simple recipe	
3.16	Recognizes differences in various types of food stores (supermarket, convenience stores, etc.)	

Teacher's Initials _____

4.0 - TIME AND MONEY (TM)

Date Skill Mastered

4.1	identifies numerals zero to hundred (0-100)	
4.2	reads and writes the numerals for any given whole number less than 100	
4.3	reads and writes names for whole numbers less than 100	

4.4 states and writes the days of the week in consecutive order _____

4.5 states and writes the months of the year in consecutive order _____

4.6 states the date by month, day and year, using a calendar _____

4.7 tells time on the hour, half-hour, quarter-hour, and in minutes _____

4.8 identifies coins and currency of different values _____

4.9 determines equivalent amounts of up to five dollars using coins and paper currency _____

4.10 determines change from one dollar _____

4.11 reads and writes numerals for money (value through 5 dollars) _____

4.12 determines equivalent amounts of up to twenty dollars using coins and paper currency _____

4.13 completes check or money order _____

Teacher's Initial:_____

5.0 - HOUSEHOLD AND SHOPPING (HS)

Date Skill Mastered

5.1 understands abbreviations related to advertising of housing and uses terms related to renting or buying a residence (1st, bdr., flr., A/C., etc) _____

5.2 reads a utility company bill _____

5.3 identifies and explains common household problems and solutions _____

5.4 writes and asks for assistance in the repair of household problems _____

5.5 writes a check and money order _____

5.6 compares prices _____

5.7 explains differences among kinds of stores _____

5.8 uses shopping terms (such as sale, marked-down, reduced, special sizes) _____

5.9 recognizes taxable and non-taxable items _____

Teacher's Initials:_____

6.0 - TRANSPORTATION AND TRAVEL (TT)

Date Skill Mastered

6.1 identifies basic vocabulary relating to automobile (parts) _____

6.2 demonstrates an understanding of the need for proper maintenance of an automobile (turns signals, lights, brakes, scheduled maintenance, etc.) _____

6.3 identifies and can use forms of public transportation (bus, tri-rail, railroad, etc.) _____

6.4 demonstrates an understanding of the consequences of driving under the influence of alcohol, medications or illegal substances _____

6.5 identifies locations and types of schools (community schools, vocational, and private) _____

6.6 discusses safety techniques (seat belts, door locks, safest route) _____

6.7 demonstrates awareness of types of insurance plans, coverage, and costs _____

Teacher's Initials:_____

7.0 - GOVERNMENT AND COMMUNITY (GC)

Date Skill Mastered

7.1 recognizes basic citizenship vocabulary: _____
a. president b. law
c. rights d. constitution

7.2 recites the "Pledge of Allegiance" _____

7.3 demonstrates an understanding of the concept of democracy _____

7.4 recognizes "The Star Spangled Banner" as the national anthem _____

7.5 understands the history and traditions of American holidays (Thanksgiving, President's Day, Memorial Day, etc.) _____

7.6 identifies important historical persons (G. Washington, Lincoln, current President) _____

7.7 locates U.S.A. on a map _____

7.8 identifies basic directions (North, South, East and West) _____

7.9 asks for and understands simple oral directions for necessary community services _____

7.10 demonstrates ability to use a telephone (public, touch tone, rotary) and telephone book _____

7.11 uses operator assistance for local or long distance (0, area code, #) _____

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7.12 uses local and long distance telephone information system and understands charges _____

7.13 understands differences between 1-800 and 1-900 numbers (uses, cost) _____

7.14 locates governmental and community agencies and businesses in local areas (school, hospital, post office, police station, fire station, clinics, stores, etc.) _____

7.15 differentiates among business, personal, "junk mail" _____

7.16 understands different postage rates for mail and packages _____

Teacher's Initials:_____

Date Skill Mastered

8.0 - THE ENVIRONMENT AND THE WORLD (EW)

8.1 recognizes basic vocabulary related to weather _____

8.2 understands basic procedures for preparing for a storm _____

8.3 demonstrates an understanding of evacuation procedures in case of natural disasters _____

8.4 demonstrates an understanding of local procedures for waste / trash disposal and recycling _____

8.5 demonstrates an understanding of regulations concerning litter, including fines _____

8.6 identifies basic types of animals _____

8.7 compares and contrasts general cultural facts between native country and the U.S. (customs, holidays, schooling, music, food) _____

Teacher's Initials:_____

Date Skill Mastered

9.0 - EMPLOYABILITY AND CAREERS (EC)

9.1 formulates a short term educational and work goal _____

9.2 demonstrates how to phone-in sick _____

9.3 demonstrates an understanding of work schedules, time clocks and time sheets (including punctuality) _____

9.4 identifies paycheck information _____

9.5 demonstrates an understanding of emergency safety procedures _____

9.6 demonstrates safe procedures for lifting objects _____

9.7 completes income tax forms _____

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9.8 receives and delivers simple oral messages _____

9.9 demonstrates an understanding of job-related vocabulary _____

9.10 demonstrates an awareness of employee assistance programs for substance abuse _____

9.11 demonstrates an understanding of employer's rights (CAPE Curriculum) _____

Teacher's Initials:_____

Date Skill Mastered

10.0 - FAMILY AND PARENTING (FP)

10.1 recognizes basic vocabulary identifying family relationships _____

10.2 recognizes importance of communicating with child's school _____

10.3 recognizes and responds to critical medical situations involving child _____

10.4 recognizes importance of adequate supervision of children _____

10.5 demonstrates support of child's academic efforts in school _____

10.6 demonstrates support of child's extracurricular activities at school _____

10.7 recognizes procedures for enrolling a child in school _____

Teacher's Initials _____

BEGINNING - B
Individual Student Checklist
Student-Based

Student Name	Beginning Date
Teacher Name	School and/or Site

1.0 - INTERPERSONAL COMMUNICATION (IC)

Date Skill Mastered

1.1 identifies familiar relationships _____
1.2 describes basic physical types and characteristics _____
1.3 relates language background information _____
1.4 provides personal identification _____
1.5 identifies marital status _____
1.6 fills out a simple form _____

Teacher's Initials _____

2.0 - SAFETY AND SECURITY (SS)

Date Skill Mastered

2.1 locates local police number for non-emergencies _____
2.2 demonstrates an understanding of crime watch in neighborhoods _____
2.3 recognizes characteristics of con artists _____

Teacher's Initials _____

3.0 - HEALTH AND NUTRITION (HN)

Date Skill Mastered

3.1 recognizes major organs of the body and their functions _____
3.2 describes physical ailments to medical personnel _____
3.3 identifies common diseases in the U.S. _____
3.4 identifies areas of medical specialization _____
3.5 inquires about the health of an individual _____
3.6 completes a personal medical history form _____

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3.7 reads grocery ads _____
3.8 demonstrates the use of food coupons _____
3.9 describes the use of cooking utensils _____
3.10 discusses meal habits (those of the United States and home country) _____
3.11 gives instructions for a cooking process which will aid nutrition _____

Teachers's Initials _____

4.0 - TIME AND MONEY (TM)

Date Skill Mastered

4.1 makes appointments _____
4.2 discusses the importance of being on time _____
4.3 discussed times of events in the past _____
4.4 demonstrates an understanding of banking procedures (checking, savings) _____
4.5 demonstrates an understanding of purpose and use of safety deposit boxes _____
4.6 demonstrates an understanding of personal loans (including the concept of interest rates) _____
4.7 uses cardinal and ordinal numbers _____

Teacher's Initials _____

5.0 - HOUSEHOLD AND SHOPPING (HS)

Date Skill Mastered

5.1 requests information about available community services relative to housing areas _____
5.2 uses the newspaper to locate housing information _____
5.3 makes oral and written housing agreements (awareness of renter's rights and housing codes) _____
5.4 inquires about and asks for refunds _____
5.5 interprets clothing labels such as care and size _____
5.6 demonstrates an understanding of credit card and layaway procedures _____
5.7 requests and completes a loan application _____

Teacher's Initial _____

Date Skill Mastered

6.0 - TRANSPORTATION AND TRAVEL (TT)

6.1 role plays self-service gas station procedures _____

6.2 demonstrates an understanding of the purpose of travel agencies _____

6.3 interprets a basic road map _____

6.4 discusses vacation options including travel _____

6.5 discusses beaches, parks, and recreational areas _____

6.6 plans a car trip (is aware of motorist assistance plans) _____

Teacher's Initials: _____

Date Skill Mastered

7.0 - GOVERNMENT AND COMMUNITY (GC)

7.1 reads and recites the Pledge of Allegiance _____

7.2 identifies 3 major branches of U.S. Government _____

7.3 demonstrates knowledge of requirements for U.S. citizenship _____

7.4 demonstrates an understanding of the basic characteristics of early colonial history _____

7.5 lists the 13 original colonies _____

7.6 discusses the concept of freedom (government, religious, personal) _____

7.7 demonstrates an understanding basic facts concerning the Revolutionary War including dates, causes and results _____

7.8 identifies George Washington as Commander in Chief of the American army and the first president _____

7.9 demonstrates an understanding of the concepts in the Declaration of Independence _____

7.10 identifies Thomas Jefferson as the author of the Declaration of Independence and third president _____

7.11 identifies major signers of the Declaration of Independence _____

7.12 demonstrates an understanding of the concepts of the Bill of Rights and the Constitution of the United States _____

7.13 recognizes basic vocabulary of government _____

7.14 demonstrates the ability to mail packages at the post office (including how to insure) _____

7.15 differentiates between air mail, certified and registered mail _____

7.16 demonstrates awareness of agencies and organizations for social services _____

Teacher's Initials: _____

Date Skill Mastered

8.0 - THE ENVIRONMENT AND THE WORLD (EW)

8.1 describes general environmental terms _____

8.2 compares area in which student lives to a former environment _____

8.3 reads a simple weather map _____

8.4 reports weather conditions based on a TV or radio forecast _____

8.5 recognizes bodies of water _____

8.6 describes an environmental problems and solution _____

8.7 demonstrates an understanding of checklist in preparing for a storm _____

8.8 identifies continents _____

8.9 discusses current international issues _____

8.10 demonstrates awareness of the countries and languages represented by classmates _____

Teacher's Initials _____

Date Skill Mastered

9.0 - EMPLOYABILITY AND CAREERS (EC)

9.1 role-plays a job interview _____

9.2 describes environmental working conditions _____

9.3 develops (or updates) simplified resume (one page) _____

9.4 discusses use of Social Security card _____

9.5 applies company policies and procedures regarding illnesses and leaves of absence _____

9.6 describes work abilities and related skills _____

9.7 expresses dissatisfaction at work in a constructive manner _____

9.8 demonstrates an understanding of Grievance Procedures (CAPE Curriculum) _____

9.9 expresses duties and responsibilities at the workplace _____

9.10 demonstrates an understanding of the "American work ethic" _____

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9.11	understands general procedures for job reviews, advancements, promotions, evaluations	_____
9.12	sets a short term employment goal	_____
		Teacher's Initials _____

Date Skill Mastered

10.0 - FAMILY AND PARENTING (TP)

10.1	demonstrates ability to discuss child's health (including preventative measures)	_____
10.2	discusses importance of good nutrition for proper growth	_____
10.3	recognizes importance of promoting education through involvement with child in completing homework	_____
10.4	recognizes importance of active involvement in child's after-school activities (including after-school child care)	_____
10.5	recognizes importance of reading in child's academic development	_____
10.6	models reading to a child	_____
10.7	discusses common feelings and obligations among family members	_____
		Teacher's Initials _____

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INTERMEDIATE - A
Individual Student Checklist
Student-Based

Student Name	Beginning Date
Teacher Name	School and/or Site

1.0 - INTERPERSONAL COMMUNICATION (IC)

		Date Skill Mastered
1.0	describes a planned vacation	
1.2	writes simple description of self/others	
1.3	writes preferences for recreational/leisure activities and/or items	
1.4	demonstrates ability to classify information into logical categories	
1.5	identifies means of self-education	
1.6	discusses TV, movies, and/or theater	

Teacher's Initials: _____

2.0 - SAFETY AND SECURITY (SS)

		Date Skill Mastered
2.1	discusses means of protection for self and family (smoke detectors, alarms, etc.)	
2.2	demonstrates an understanding of how to safely secure a house or apartment against intruders	
2.3	discusses ways to protect valuable items	
2.4	demonstrates an understanding of types of crimes	
2.5	discusses ways to prevent crimes	
2.6	analyzes ways to prevent crimes	
2.7	demonstrates ways to report crimes to police	

Teacher's Initials: _____

3.0 - HEALTH AND NUTRITION (HN)

		Date Skill Mastered
3.1	completes accident report forms	
3.2	understands medical procedures and home remedies for major and minor emergencies	
3.3	knows insurance company or plan, identification number and basic coverage	
3.4	reads and understands basic vocabulary on a warning label (poison, DO NOT TAKE..., etc.)	
3.5	compares and contrasts ethnic and American foods	
3.6	identifies foods that are nutritious	
3.7	interprets menus for nutrition and cost	
3.8	orders food in a restaurant	
3.9	suggests what or where to eat	
3.10	discusses values of specialized diets	
3.11	recognizes nutrition vocabulary	
3.12	reads and follows a detailed recipe	

Teacher's Initials: _____

4.0 - TIME AND MONEY (TM)

		Date Skill Mastered
4.01	reads and writes the numeral for any given whole number less than 10,000	
4.02	reads and writes the name for any given whole numbr less than 10,000	
4.03	reads and writes numerals, money values through five dollars	
4.04	reads and writes the numeral representing any whole number less than ten million	
4.05	reads and writes the fractions having denominators of 2, 3, 4, 5 6, 8 10, 20, 25, 50 or 100	
4.06	reads and writes money values through 10,000	
4.07	reads and writes names for 3-digit whole numbers	
4.08	makes money changes appropriately	
4.09	demonstrates an understanding of services offered at banks	

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4.10 defines terms used in a payroll check _____

Teacher's Initials:_____

Date Skill Mastered

5.0 - HOUSEHOLD AND SHOPPING (HS)

5.1 understands household duties _____

5.2 requests/restates instructions for household repairs _____

5.3 describes methods of moving household goods _____

5.4 interprets a basic floor plan as found in newspaper or brochure _____

5.5 uses the newspaper to locate merchandise _____

5.6 demonstrates the ability to purchase items from a catalog _____

5.7 makes suggestions about the purchase of items _____

5.8 identifies, describes and categorizes furniture according to types _____

5.9 discusses cleaning equipment and products and their safe uses _____

5.10 uses detailed terms to describe clothing (sleeveless, cardigan, plaid, etc.) _____

Teacher's Initials:_____

Date Skill Mastered

6.0 - TRANSPORTATION AND TRAVEL (TT)

6.1 describes various forms of transportation and expresses preference _____

6.2 requests information about airline travel _____

6.3 compares air fares _____

6.4 selects and arranges for an airline flight _____

6.5 understands frequent flyer programs _____

6.6 can ask for bus/train schedule information _____

Teacher's Initials:_____

Date Skill Mastered

7.0 - GOVERNMENT AND COMMUNITY (GO)

7.1 knows basic pre-Civil War history _____

7.2 describes the Civil War including dates, causes, and results _____

7.3 identifies major leaders of the Civil War _____

7.4 identifies Abraham Lincoln including his presidency and accomplishments (Gettysburg Address, Emancipation Proclamation) _____

7.5 recognizes national monuments _____

7.6 identifies the White House _____

7.7 describes the requirements and the terms of office for the duties of a. President c. U.S. Senators
b. Federal Supreme Court Judges d. U.S. Representatives _____

7.8 locates significant places on a city map _____

7.9 uses a telephone directory _____

7.10 identifies locations by address _____

7.11 completes community information on a chart (agencies and services) _____

7.12 reads a telephone bill _____

7.13 reads simple newspaper articles _____

7.14 writes simple letter to the editor of a newspaper _____

7.15 demonstrates ability to send a certified letter _____

7.16 demonstrates ability to send a registered letter _____

7.17 completes post office change of address form _____

Teacher's Initials:_____

Date Skill Mastered

8.0 THE ENVIRONMENT AND THE WORLD (EW)

8.1 demonstrates ability to prepare for a hurricane or other natural disaster _____

8.2 uses vocabulary concerning environment _____

8.3 describes potential solutions to environmental problems _____

8.4 demonstrates an understanding of charts and graphs relating to the environment _____

8.5 demonstrates an understanding of basic U.S. geography _____

8.6 identifies major cities in the world _____

8.7 discusses distinctive characteristics of the countries represented by the students in the program _____

8.8 demonstrates multicultural awareness and sensitivity _____

Teacher's Initials:_____

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Date Skill Mastered

9.0 - EMPLOYABILITY AND CAREERS (EC)

9.1 uses a variety of resources to locate jobs _____

9.2 completes a job application _____

9.3 describes level of training/education needed for various jobs _____

9.4 demonstrates an understanding of job tasks _____

9.5 demonstrates an understanding of a performance review _____

9.6 sets long-term goals for employment _____

Teacher's Initials: _____

Date Skill Mastered

10.0 - FAMILY AND PARENTING (FP)

10.1 demonstrates the ability to discuss consequences of substance abuse with child (at appropriate level for age of child) _____

10.2 demonstrates an understanding of benefits of presenting a positive role model for children through establishment of educational goals _____

10.3 recognizes the importance of providing accurate information to middle and high school age children about the consequences of teenage pregnancy _____

10.4 demonstrates the ability to respond to child's educational needs through initiation of contact with teacher, counselor, principal, etc. _____

10.5 demonstrates the importance of literacy by reading at home _____

10.6 discusses roles of different family members _____

10.7 compares cultural differences in roles and behaviors of family members _____

Teacher's Initials: _____

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ADVANCED

TABE Score: 7.0 - 8.9 **MELT Level:** VII - IX

Skills Strand 1.0 - Listening

Effective listening at the ADVANCED level is recognized as a **receptive** skill at the **intermediate fluency** stage and is defined as the student's demonstrated ability to have very good oral comprehension of the spoken word.

		Date Skill Mastered
1.01	demonstrates good comprehension in face to face conversation	
1.02	demonstrates good comprehension of telephone conversation	
1.03	demonstrates good comprehension of classroom lectures	
1.04	demonstrates good comprehension of materials read aloud	
1.05	interprets TV news	

Teacher's Initials: _____

Skill Strand 2.0 - Reading

Effective reading at the ADVANCED level is recognized as a **receptive** skill at the **intermediate fluency** stage and is defined as the students' demonstrated ability to have very good comprehension of the written material.

		Date Skill Mastered
2.0	identifies the meanings of words in context using example clues	
2.1	identifies the meanings of words in context using direct explanation clues	
2.2	identifies the meanings of words in context using synonym clues	
2.3	identifies the meanings of words in context using comparison and contrast clues	
2.4	identifies the pronoun referent in a sentence or paragraph	
2.5	identifies the main idea implied in a paragraph	
2.6	identifies the cause or effect implied in a paragraph	
2.7	identifies an appropriate conclusion or generalization for a paragraph	
2.8	distinguishes between real and unreal actions or events in a paragraph	
2.9	distinguishes between fact and opinions in a paragraph	
2.10	obtains appropriate information from pictures, maps or signs	

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2.11	obtains appropriate information from diagrams, tables, graphs or schedules	
2.12	obtains appropriate information from indexes, tables of contents, and dictionary entries	
2.13	obtains appropriate information from commonly used forms	
2.14	identifies the appropriate sources to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers	
2.14	demonstrates ability to read and interpret a newspaper	

Teacher's Initials: _____

Skill Strand 3.0 - Speaking

Effective speaking at the ADVANCED level is recognized as a **productive** skill at the **intermediate fluency** stage and is defined as the student's demonstrated ability to articulate sounds and utilize appropriate vocabulary and syntax to express meaning with only complex errors in speech.

		Date Skill Mastered
3.01	expresses correctly frequently mispronounced consonant combinations, such as "th," "ng," "wh," "ph," and "gh."	
3.02	expresses correctly vowel/diphthong sounds, such as "ea" and "ou," which have several pronunciations	
3.03	expresses correctly pronunciation of final "s," final "ed" and contractions	
3.04	reproduces words in American English that are foreign in origin	
3.05	speaks clearly so as to be understood by native English speakers	
3.06	demonstrates the ability to make suggestions to friends and/or family	
3.07	expresses feelings verbally (happiness, sadness, appreciation, sympathy, regrets, etc.) in a culturally acceptable manner	
3.08	demonstrates ability to give information clearly by telephone	
3.09	tell a joke or an amusing story	
3.10	expresses personal opinions and states preferences related to current events and social issues	
3.11	describes malfunctions of an automobile and knows how to obtain car repairs	
3.12	prepares and describes a trip itinerary, including alternate transportation arrangements	

3.13 gives clear directions to local landmarks _____

3.14 clearly requests household repairs _____

3.15 discusses means of protection for self and family (smoke detectors, alarms, etc.) _____

3.16 presents an oral report _____

3.17 performs role-play activities _____

3.18 defines terms involving natural disasters (hurricanes, earthquakes, twisters) _____

3.19 demonstrates ability to communicate information regarding assault, theft and rape _____

3.20 utilizes synonyms, antonyms and homonyms _____

3.21 determines analogous relationships between two words _____

3.22 utilizes two-word verbs in context _____

3.23 recognizes and uses common idiomatic expressions _____

3.24 communicates properly using troublesome verbs (sit/set, raise/rise, lay/lie) _____

3.25 increases vocabulary by building on word families: (buy/buyer) _____

Teacher's Initials: _____

Skill Strand 4.0 - Writing

Effective writing at the ADVANCED level is recognized as a **productive** skill in the **intermediate fluency** stage and is defined as the student's demonstrated ability to legibly write symbols utilized to construct and express meaning with complex sentence structure.

Date Skill Mastered

4.01 proofreads for spelling _____

4.02 spells months of the year, days of the week, and numbers _____

4.03 spells words needed in writing through grade eight _____

4.04 spells commonly used "consumer" words _____

4.05 spells commonly used "survival" words _____

4.06 applies generalizations for adding common suffixes _____

4.07 uses a period or question mark to punctuate simple declarative or interrogative sentences, respectively _____

4.08 uses a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.) _____

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4.09 uses a comma between cities and states and between the day of the month and the year _____

4.10 uses a comma after the greeting and after the closing of a friendly letter _____

4.11 uses an apostrophe to form contractions _____

4.12 uses a comma to separate words in a series _____

4.13 uses a comma to set proper names in direct address _____

4.14 uses an apostrophe to show the possessive of nouns _____

4.15 capitalizes the first letters in the names of persons _____

4.16 capitalizes a simple greeting and the first word of the closing of a letter _____

4.17 capitalizes common titles (Mr., Mrs., etc.) _____

4.18 capitalizes proper adjectives _____

4.19 writes detailed description of self/others _____

4.20 writes simple letter to the editor of a newspaper _____

4.21 reviews basic tenses and uses them in writing _____

4.22 demonstrates proper use of all perfect tenses _____

4.23 changes sentences from active to passive voice _____

4.24 demonstrates use of the future possible, the present unreal and the past unreal conditional tenses _____

4.25 changes sentences from the present to the perfect form of modals (example: present form = must go; perfect form = must have gone) _____

4.26 writes a story by using indirect speech _____

4.27 properly punctuates a paragraph _____

4.28 writes a creative composition of approximately 200 words _____

4.29 writes a formal business letter requesting information and/or sample of a product _____

4.30 writes a job resume _____

4.31 writes a suggestion to improve a work related procedure _____

Teacher's Initials _____

Pre-GED ESOL LEVEL 1

Student Name	Beginning Date
Teacher	School/Site

		Date Skill Mastered
1.1	demonstrates appropriate U.S. cultural awareness regarding classroom conduct	
1.2	expresses need for verbal clarification and signals when message has been understood	
1.3	demonstrates use of grammar and spelling appropriate to Level 1 materials	
1.4	uses a dictionary to locate words and a thesaurus to locate synonyms and antonyms	
1.5	follows basic oral and/or written instructions	
1.6	demonstrates ability to understand and use table of contents, introduction, headings, and index of a textbook	
1.7	demonstrates ability to skim and scan text for information	
1.8	uses context to comprehend the meaning of new vocabulary words, abbreviations, and symbols	
1.9	divides a paragraph into thought groups in order to increase speed and comprehension of Level 1 materials	
1.10	reads and discusses a Level 1 reading and answers yes/no, either /or, true/false, and simple wh-questions	
1.11	demonstrates use of tag questions to maintain conversational flow	
1.12	demonstrates use of appropriate intonation patterns for yes/no, either/or, wh-questions, statements, and exclamations	
1.13	recognizes and uses idioms appropriately	
1.14	listens to, discusses, and summarizes segments from radio or television	

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		Date Skill Mastered
1.15	listens to and writes a dictation based on appropriate Level 1 materials	
1.16	listens to a short lecture, answers questions, and forms yes/no, true/false, and wh-questions about it	
1.17	uses appropriate pronunciation for accented and unaccented two syllable words	
1.18	makes an oral presentation paraphrasing a simple newspaper article or discussing customs and facts about a country	
1.19	identifies the topic sentence, main idea, and supporting details in a Level 1 reading passage	
1.20	identifies the main characters in a Level 1 reading passage	
1.21	demonstrates appropriate use of writing mechanics including capitalization, punctuation, titles, indentation, and margins	
1.22	uses critical thinking skills to plan and express written ideas	
1.23	plans, organizes, and writes a descriptive paragraph including topic sentence, supporting details, and conclusion	
1.24	demonstrates ability to read a newspaper article and write a summary	
1.25	demonstrates ability to edit and revise a descriptive paragraph	
1.26	uses a map and/or atlas to locate countries, states, counties, cities, and capitals of the U.S.	
1.27	locates an entry in an encyclopedia, takes notes, and writes an outline	
1.28	constructs footnotes and citations	
1.29	reads and demonstrates understanding of written testing instructions and time limitations	
1.30	reads and interprets basic graphics appropriately	
1.31	reads whole numbers and demonstrates understanding of place value and appropriate comma/decimal use	
1.32	adds and subtracts numbers, including carrying and borrowing	
1.33	demonstrates understanding and use of multiplication tables	
1.34	demonstrates understanding and use of estimation in division	

Date Skill Master

1.35	demonstrates understanding and use of simple division with remainders	
1.36	adds, subtracts, multiplies, and divides using a calculator	
1.37	demonstrates ability to calculate averages	
1.38	demonstrates ability to use linear measurements including inches, feet, yards, miles and equivalent metrics	
1.39	demonstrates ability to measure length, width, height and weight	
1.40	demonstrates appropriate application of Level 1 math skills in word problems	

Pre-GED ESOL LEVEL 2

Student Name	Beginning Date
Teacher	School/Site

Date Skill Mastered

2.1	demonstrates appropriate cultural awareness for formal and informal situations	
2.2	expresses need for clarification and asks for redirection	
2.3	demonstrates use of grammar and spelling appropriate to Level 2 materials	
2.4	uses a dictionary to identify parts of speech, definitions, and pronunciation	
2.5	applies oral and written instructions	
2.6	demonstrates ability to use glossary, index, and footnotes	
2.7	recognizes and restates the sequence of events in a Level 2 reading passage	
2.8	distinguishes fact from opinion and draws conclusions using a Level 2 reading passage	
2.9	identifies the main idea, topic sentence, and supporting in a Level 2 reading	
2.10	reads and summarizes newspaper and magazine articles and Level 2 readings	
2.11	demonstrates use of devices to maintain conversation flow	
2.12	uses appropriate pronunciation for accented and unaccented three-syllable words	
2.13	demonstrates the use of appropriate pronunciation of endings for plurals	
2.14	recognizes and uses idioms appropriately	

		Date Skill Mastered
2.15	describes the role of the main characters in a Level 2 reading passage	
2.16	listens to a short lecture modeled by the teacher, tape or interactive video, takes notes, extracts the main idea, and draws conclusions	
2.17	listens to a segment from radio or television and writes a summary	
2.18	writes a summary of a newspaper or magazine article	
2.19	gives an oral presentation summarizing a newspaper or magazine article and expressing an opinion	
2.20	uses critical thinking skills to plan and express written ideas	
2.21	uses information from an encyclopedia or magazine to develop a paragraph on a specific topic	
2.22	plans, organizes, and writes a paragraph to compare and contrast	
2.23	demonstrates ability to write a narrative paragraph using a topic sentence, supporting details, and conclusion	
2.24	demonstrates ability to edit and revise comparative and narrative paragraphs	
2.25	answers short essay test questions using complete sentences	
2.26	uses a map and/or atlas to locate rivers, lakes, mountain ranges, deserts, and special points of interest	
2.27	reads two charts/graphs and compares the information	
2.28	demonstrates ability to understand and use fractions	
2.29	demonstrates ability to reduce fractions	
2.30	demonstrates ability to use percentages and decimals	
2.31	calculates percentages and decimals using a calculator	
2.32	demonstrates ability to divide with decimals	
2.33	identifies angles and shapes	
2.34	demonstrates ability to convert inches, feet, yards, miles to centimeters, meters and kilometers	
2.35	demonstrates ability to convert Fahrenheit to Celsius	
2.36	applies Level 2 math skills in word problems	

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Pre-GED ESOL LEVEL 3

Student Name	Beginning Date
Teacher	School/Site

		Date Skill Mastered
3.1	demonstrates understanding of appropriate body language in social settings	
3.2	expresses need for clarification by paraphrasing and/or reiterating	
3.3	demonstrates use of standard grammar and spelling appropriate to Level 3 materials	
3.4	identifies uses and differentiates between synonyms, antonyms, homonyms, and homophones	
3.5	demonstrates and uses a pronunciation key	
3.6	reads and follows written instructions on a standardized test (e.g. Test of Adult Basic Education [TABE])	
3.7	explains or paraphrases the sequence of events in a science experiment, historical, and/or current event	
3.8	explains the content of a newspaper or magazine article and dictates the outcome	
3.9	demonstrates the appropriate pronunciation and use of contractions and reductions	
3.10	demonstrates appropriate use of linking sounds	
3.11	recognizes and uses idioms appropriately	
3.12	explains and discusses the content of segments from radio or television and predicts the outcome	
3.13	gives an oral presentation on a topic and uses cause and effect or persuasive argument (approximately 4-6 minutes in length)	
3.14	demonstrates use of critical thinking skills to draw conclusions, make inferences, predict results	

		Date Skil
3.15	demonstrates ability to skim and scan text for information	
3.16	compares and contrasts the relationship among characters in a reading selection	
3.17	states the main idea in a content area reading	
3.18	demonstrates the ability to read and write a synopsis and/or a chapter review in a Level 3 text	
3.19	uses a computerized library card catalog	
3.20	locates materials and documents in a library to gather research on a topic	
3.21	develops an outline for a report and writes a rough draft	
3.22	writes a short report using information from a minimum of two sources including footnotes and bibliography	
3.23	demonstrates ability to edit and revise cause and effect/ persuasive essays and reports	
3.24	demonstrates ability to take notes from academic lectures or revise them for clarity	
3.25	answers essay test questions fully using two or more paragraphs	
3.26	plans, organizes, and writes a cause and effect essay which includes an introduction, body, and conclusion	
3.27	plans, organizes, and writes a persuasive essay including an introduction, body, and conclusion	
3.28	uses a legend key to interpret a map and/or atlas	
3.29	reads a line graph and projects the outcome	
3.30	demonstrates ability to use mixed fractions	
3.31	demonstrates ability to calculate U.S. currency exchanges	
3.32	demonstrates ability to calculate area, volume, and density	
3.33	demonstrates ability to use proportions and ratios	
3.34	demonstrates ability to add, subtract, multiply, and divide positive and negative numbers	
3.35	demonstrates ability to calculate square roots, positive and negative numbers, area, volume, and density using a calculator	
3.36	demonstrates application of Level 3 math skills in word problems	

Pre-GED ESOL LEVEL 4

Student Name	Beginning Date
Teacher	School/Site

		Date Skill Mastered
4.1	demonstrates appropriate body language and U.S. cultural mannerisms as pertain to career settings	
4.2	uses appropriate verbal language to achieve career advancement	
4.3	evaluates personal skills and sets educational and career goals	
4.4	completes a job application	
4.5	plans, organizes, and writes a resume and cover letter for employment using appropriate format	
4.6	recognizes and uses idioms	
4.7	uses appropriate stress patterns in phrases and sentences	
4.8	uses appropriate intonation patterns for statements, exclamations and questions	
4.9	listens, discusses, and critiques a political speech or commentary from radio or television (approximately 10-15 minutes in length)	
4.10	reads, discusses and critiques newspaper and/or magazine articles relating to content areas	
4.11	demonstrates use of standard grammar and spelling appropriate to Level 4 materials	
4.12	identifies words with prefixes, suffixes, and roots using dictionary assistance	
4.13	analyzes the sequence of events and predicts the outcome of a current event, science experiment, and/or health care issue	

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PRE-GED LEVEL 4-2

		Date Skill Mastered
4.14	reads approximately 250 words per minute with 90% comprehension accuracy from appropriate Level 4 reading materials	
4.15	distinguishes and describes tone and mood in a piece of literature, poetry, or drama	
4.16	analyzes the relationship between major and minor characters in a reading selection	
4.17	listens to and takes notes from an academic lecture or television documentary, revises for clarity, and answers essay questions on topic	
4.18	answers test questions by writing a complete essay which includes introduction, body, and conclusion	
4.19	understands and applies test-taking strategies for the G.E.D. practice test	
4.20	plans, organizes, and writes an essay of controversy or opposing viewpoints including introduction, body, and conclusion	
4.21	uses a thesaurus to expand word choice for writing by selecting appropriate synonyms	
4.22	demonstrates ability to edit and revise an essay	
4.23	plans, organizes, and debates an issue as part of a team	
4.24	plans, locates, and documents information for a research report	
4.25	develops an outline for a 450-1000 word report	
4.26	writes a draft for a 450-1000 word report on a topic including research from a minimum of 3 sources	
4.27	uses appropriate bibliographical form	
4.28	edits and revises a draft of a 450-1000 word report	
4.29	completes a final research report of 450-1000 report	
4.30	uses a map and/or atlas to plan a trip by determining distance, direction, and time between two points	
4.31	constructs a graph based on given information using a computer application or other means	
4.32	demonstrates ability to add simple equations with one unknown variable	

PRE-GED LEVEL 4-3

		Date Skill Mastered
4.33	demonstrates ability to subtract simple equation with one unknown variable	
4.34	demonstrates ability to multiply one unknown variable	
4.35	demonstrates ability to divide one unknown variable	
4.36	demonstrates ability to solve simple equations with a fraction as part of the unknown variable	

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Level:_____ Teacher:_____

RECORD OF INSTRUCTIONAL PROGRESS

GRID

#	Students Names	E Date	1 IC	2 SS	3 HN	4 TM	5 HS	6 TT	7 GC	8 EW	9 EC	10 FP	Test - Score /Date	C Date
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
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15														
16														
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22														
23														
24														
25														

RECORD OF INSTRUCTIONAL PROGRESS - GRID

INSTRUCTIONS

- Enter students' names and entry date as each one enrolls in your class.
- Complete progress monthly, by entering date that all skills in each context strand were mastered.
- Use students' self-assessment forms to check off each context strand that has been mastered and signed by the teacher.
- After students have mastered all competencies of the 10 context strands, administer level test and enter score.
- Enter date each student completed level.

KEY

E = ENTRY TO LEVEL
C = COMPLETION OF LEVEL

CONTEXT STRANDS

1. Interpersonal Communication (IC)
2. Safety and Security (SS)
3. Health and Nutrition (HN)
4. Time and Money (TM)
5. Household and Shopping (HS)
6. Transportation and Travel (TT)
7. Government and Community (GC)
8. The Environment and World Cultures (EW)
9. Employability and Careers (EC)
10. Family and Parenting (FP)

ESOL LESSON/UNIT PLAN

Date(s):_____

Teacher:_____ Level:_____

Skill Strand:_____ Competency #:_____

Context Strand:_____ Competency #:_____

Resources:

_____

_____

_____

Activities:

Review:_____

_____

_____

Introduction:_____

_____

_____

Practice:_____

_____

_____

Evaluation:_____

_____

_____

LESSON PLAN
ADULT ESOL

Class Level:_____ **Meeting Days:**_____ **Time:**_____ _____
from to

Location:_____

Instructors:_____

Content Strand:_____

Instructional Unit for: _____
# of days

Objectives: (competencies) The students will be able to_____

Language Skills:

Circle Major Skills: **Listening** **Speaking** **Reading** **Writing**

Resources:_____

Activities:

Day 1_____

Day 2_____

Day 3_____

Day 4_____

Day 5_____

Evaluation:_____

Application:_____

Sample Activities for Context Strands

Beginning Levels

by Janice Cohen

COMMUNICATIVE ACTIVITIES FOR CONTEXT STRANDS
(can be adapted for each level)

Interpersonal Communication (IC) and Family (FP)

The students introduce each other, tell countries of origin, and plot the native countries represented on the world map in the classroom. In order to create a more relaxing atmosphere and promote friendship in the classroom, the students create a banner made of cloth to draw a picture that is representative of their native countries. This banner takes approximately two months to complete and is hung on the classroom wall. It can also be used as a tablecloth during the International Festival that will be held at the end of the implementation period.

In order to further reduce the anxiety level of the new ESOL student, students from the Advanced ESOL level visit the Beginning ESOL classroom. These advanced students offer suggestions to the new ESOL students on how to learn English in and out of the classroom. These suggestions are written on a poster board that is displayed on the classroom wall.

Two themes, personal information and the family, are completed during the first week. In order to supplement commercially prepared ESOL materials, the students complete the following tasks:

1. With the help of the teacher, a personal data sheet is completed. Some items included are the student's name, address, city, state, zip code, area code, and telephone number.

2. As a paired activity, the students interview each other using the personal data activity sheets for the interview questions. An attempt to pair students who speak two different native languages should be made.

In order to stimulate motivation for the theme on the family, the teacher displays a large personal family picture in the classroom. This activity is followed by the following tasks:

1. Utilizing the students prior knowledge, "family" vocabulary words are placed on the board. The students are instructed that when vocabulary words are placed on the board, they should be placing these words at the back of their notebooks.

2. A word search is completed on the family in order to reinforce vocabulary.

3. Each student draws a family tree of immediate family members.

Interpersonal Communication (IC) - The Telephone

According to ESOL students, speaking on the telephone is one of the most frustrating activities that a person learning English experiences. When speaking face-to-face, a person can use facial expressions and hand gestures to help comprehension. However, communication on the telephone is often difficult for ESOL students because it is made only through oral language.

In order to better understand communication by telephone, the students watch a video distributed by the local telephone company which provides common telephone scenarios and proper etiquette when using the telephone. Questions following the videos are asked. A packet of materials published by the telephone company is read. The students also receive personal telephone and address books published by the telephone company. To provide practice speaking on the telephone, the students role-play scenarios written by the teacher with the use of two "real" telephones. (The telephones are used to make the situations more true to life, but are not hooked up to the telephone company.) The following are several examples of the scenarios:

1. Your neighbor is having a heart attack and you have to call for an ambulance.

2. You are having a birthday party for your best friend, Maria, and you are calling Jorge to invite him to the party.

3. You call your friend David and he is not home. You tell the person who answered the phone that you would like to leave a message for David.

4. You left film to be developed at a local store on Monday. You are calling the store in order to find out if your film is ready.

Through the use of the actual white and yellow pages of the telephone books used in the local community, the students learn how to use these telephone directories. In order to reinforce information, the students work in pairs to complete the

following assignments:

1. What is the name, address and telephone number of the doctor who is listed on page 125 of the white pages?

2. Our class wants to order pizza from Pizza Hut. Is there a Pizza Hut near our school? If so, what is the address and the telephone number?

3. Our class is going on a trip to Disney World. We want to fly Delta Airlines. What is the telephone of Delta Airlines to find out information about the cost of each airline ticket.

4. We need to send flowers to one of our classmates who is in the hospital. What is the name, address and telephone number of the nearest florist?

5. The students exchanged telephone numbers and called each other for tonight's assignment. An attempt is made to pair students who speak different languages.

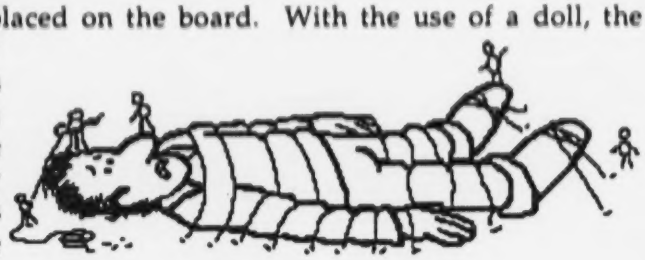
In "A Dull Story," Miss Dudley, an adult ESOL teacher, realizes that her students are always falling asleep in her class. She decides to do something about this problem. In conjunction with this humorous story, the students learn the following grammar and language skills:

1. Past tense of regular and irregular verbs
2. Adjectives
3. Using quotation marks

Homework is given on the grammar and language skills taught during this week. For this week's evaluation, the students use the actual white and yellow pages of the telephone directories to answer a teacher-made quiz.

Health and Nutrition (HN) - Parts of the Body

A large outline of the body is placed on the board. With the use of a doll, the teacher initiates body vocabulary beginning with the head. As each part of the body is said, a student draws that part of the body onto the outline of the body placed on the board and labels the part. At the same time, the



students label the parts of the body on individual activity sheets. To reinforce vocabulary, a word search on the parts of the body is completed.

The following additional activities are performed to reinforce body vocabulary:

1. The students play body bingo.
   a. Bingo cards and cover-ups are distributed to the students.
   b. The students copy 25 words from the body vocabulary list that is placed on the board. The students put one word in each of the 25 boxes.
   c. A student is the bingo caller. The student reads aloud one word at a time. The students who have the word that is read cover the box the word is in. The winner is the student who covers all the boxes in one row either horizontally or vertically.
2. The students play Simon Says.
3. The students listen to music and do the "hokey pokey."
4. The words "toenail" and "eyelash," are used to initiate a discussion on compound words.
5. The words "toe" and "toes," are used to initiate a discussion on the singular and plural forms of regular nouns.

"Operator, Operator" is a dialog that can be read this week. It is about a man whose house is being burglarized while he is in the house. He is calling the operator so that the operator can call the police, but the man is speaking too softly for her to hear him. The man's voice becomes louder and louder and the thief eventually hears him. This humorous story includes the following competencies:

1. Questions with "what", "where", "when", and "who"
2. Quotation Marks

Homework is based on language competencies taught this week. Evaluation for this week is labeling the parts of the body.

Heath and Nutrition (HN) - The Medical Doctor

In order to stimulate discussion on the medical doctor, the teacher dresses as a medical doctor in the classroom. There is a stethoscope around the teacher's neck, and several objects that

a medical doctor would use to examine a patient are displayed on the classroom table. Common medical vocabulary is placed on the board and textbook exercises related to the medical theme are completed. A medical word search is completed in order to reinforce vocabulary. In addition, the students complete a typical medical form a patient would complete at a doctor's office

The student's learn how to call the doctor's office to make an appointment. Typical appointment cards given to a patient while at the doctor's office are filled out by the students. Various scenarios relating to the medical doctor theme are role-played.

Health and Nutrition (HN) - The Dentist

The dental theme is initiated when the teacher pantomimes a toothache. Dental vocabulary is taught in conjunction with completing textbook exercises. In order to reinforce terminology associated with the dentist, a dental word search is completed. A dialogue between a dentist and his patient is acted out by the students.

Health and Nutrition (HN) - The Drugstore

As an initiating activity on the drugstore theme, the teacher distributes several empty labeled prescription bottles to the students. The students become familiar with vocabulary used on typical prescription labels. Items sold in a typical drugstore are displayed, discussed and placed on the board. The students play "drugstore" bingo for fun, for variety in the classroom, and to reinforce vocabulary.

As a group activity in the classroom, the teacher distributes cards to each group which shows a typical prescription label. Each group needs to answer the following questions regarding its prescription label:

1. What is the date of the prescription?
2. What is the name of the pharmacy?
3. What is the address of the pharmacy?
4. What is the telephone number of the pharmacy?
5. What is the prescription number?
6. Who is the prescription for?
7. What is the name of the prescription?
8. What is the dosage that is to be taken each time?
9. How many times each day is the medicine to be taken?
10. Are there additional directions that need to be followed when taking

this medicine?

11. What is the name of the doctor who prescribed the medicine?
12. Can the patient get a refill on this medicine?

Time and Money (TM)

The calendar vocabulary is taught in conjunction with the students making a calendar for the current month. The additional months and the total number of days for each month are discussed. Numbers and the pronunciation of numbers is taught. Additional activities for the calendar theme are as follows:

1. Questions relating to the current month's calendar are asked.

2. The dates of celebrated American holidays are circled on the current month and briefly discussed.

3. The students' birthdays are placed on the board and read.

4. In order to remember the number of days in each month and to practice pronunciation skills, the following poem is taught:

> Thirty days has September,
> April, June, and November.
> All the rest have 31 except for
> February that has 28 or 29.

With the use of an instructional clock, the vocabulary words associated with telling time are taught. With the help of student input, additional time vocabulary words are placed on the board. In addition, the teacher dictates a time and the students show that time on individual student clocks. Immediate feedback is provided because the students match the student clocks with the instructor's teaching clock. Listening skills are being practiced with this activity.

Two additional activities that were performed with the clock theme are the following:

1. For a paired activity, the teacher distributes several flashcards to each student. One side of the flashcard displays a specific time. The other side states the time in both numbers and words. The students take turns stating what time is displayed on the flashcard. Answers are checked by turning the card over to the reverse side.

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checked by turning the card over to the reverse side.

2. As a group activity, the class is divided into three groups. Each group plans morning, afternoon, and evening activities respectively for a Saturday get together of the ESOL class. The activities and the times of the activities are placed on the board, and read for pronunciation practice.

American currency is taught by showing students "real" American money. In order to parallel the "outside world", items with price tags are displayed on a table in the classroom. Students role-play buying these items with real money.

In addition to the weekly packet on the weather theme using commercially made textbook materials, the students read the newspaper to learn about the weather. While looking at a United States weather map in the local daily newspaper, the students learn the map's legend in order to interpret symbols used on the map. Questions about high/low temperatures in a variety of cities are asked, along with the local forecast.

In order to bring "realia" into the classroom the students listen to and watch a televised weather report taped from the previous day's news and weather program. Terminology used in the weather report is explained prior to watching this weather report. Questions are asked following the program in order to test comprehension.

"Pablo's Lunch" is the title of this week's humorous story. It is about a man who has limited English communication skills and orders "soap" instead of soup for lunch. The story emphasizes the fact that it is important to pronounce words correctly for communication. The language skills learned within the context of this story are:

1. Present tense of verbs
2. Asking sentences that begin with the words, do , does, or is
3. Contractions

Homework is given on grammar and language competencies taught this week. Evaluation is based on a teacher-made test on the calendar, time, money and weather.

Housing and Shopping (HS) - Food

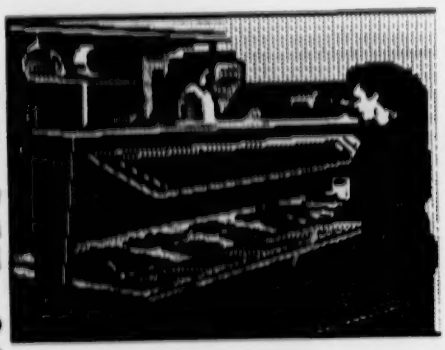
As an initiating activity on the food theme, the students watch a video that takes place in a supermarket setting. The various sections of the supermarket are described as well as the foods contained in these sections. Following the video, names of foods are solicited from the students and placed within the correct food group. Commercially prepared textbook exercises on the food category are completed.

Additional activities for the food theme are as follows:

1. The students are divided into three groups. Each group plans a menu for breakfast, lunch and dinner.

2. Each student receives the food section of the local newspaper. A discussion follows on the names of local supermarkets and their addresses, how to read and use food coupons, and how to do comparison shopping.

3. As a paired activity, the teacher distributes actual food coupons cut out from the newspaper the students have just read. Each group of students uses the coupon to answer the following questions:



   a. What is the name of the product?
   b. What is the amount to be deducted from the marked price of the product?
   c. What size product does the consumer need to buy in order to get the discounted price?
   d. Does the consumer have to buy only one package of the product?
   e. What is the expiration date?

4. The classroom becomes a simulated supermarket. Students have an opportunity to buy foods that are displayed in the classroom.

5. A discussion follows on the different types of restaurants available in the local area. A variety of menus are read and discussed.

6. As a culminating class activity on the food theme, the students and

the teacher eat lunch at an Italian restaurant near the school. The students order, in English, from the menu. In addition, the students speak only in the English language in the restaurant.

This week's story is about a young man who is studying wildlife in Florida. While he is sitting on a rock writing a letter to his aunt, a huge alligator is about to eat him.

The story includes the following competencies:

1. The present continuous tense.
2. Affirmative and negative statements.

The letter written in the story is the prompt to teach the students how to write a friendly letter and address an envelope. Titles of names are taught in conjunction with the lesson. The student write a letter to a family member in their native country. The letter is written in English and translated into the native language. The students are encouraged to send the letters. The students report to the class that the letters were indeed sent. The letters are enthusiastically received.

Homework is based on the grammar and language competencies taught during the week. The evaluation for this week is to plan a breakfast, lunch and dinner for one day and to answer questions about a food coupon.

Housing and Shopping (HS) - Clothing

As an attention-getting prompt, clothing used to dress a Barbie doll is distributed to the students. Clothing vocabulary is generated by the students. The teacher contributes additional clothing vocabulary. Bingo is played using the clothing words placed on the board. The weekly theme packet is completed by the students. Names of the colors are taught:

Additional activities on the clothing theme are completed as follows:

1. The teacher distributes to each student the clothing advertisements of local stores. Names of clothing and sale items are discussed.

2. Scenarios are given. For example, a student in the class wants to buy a shirt that regularly sells for $10. It is now on sale for 20% off. How much does the shirt cost now? Simple math is reviewed.

3. In order to understand clothing labels, students examine clothing labels on several pieces of clothing displayed on a classroom table.

Clothing material, size, and how the piece of clothing is to be cleaned are discussed.

4. As a paired activity, two students come to the front of the classroom, and tell the class what clothing the other student is wearing. The names of the jewelry and accessories worn by the students are placed on the board.

5. One student is asked to come to the front of the room. The student describes what a student in the class is wearing without identifying the student by name. The class identifies the student who is being described.

A "Ghost Story" is the name of this week's story. It is about a father who is trying to tell his two children a bedtime story about a ghost. This humorous story brings laughter into the ESOL classroom.

The following competencies are taught in conjunction with the story:

1. The plural or regular and irregular nouns.
2. The past tense of "be".
3. The continuous past tense of "be".
4. Time words that tell about the past (yesterday, last night, etc.).

The students begin journal writing this week. The students write to the teacher at least once a week. The teacher writes to students in return.

Homework is given in conjunction with grammar and language competencies taught during the week. Evaluation for this week is labeling articles of clothing.

Housing and Shopping (HS) - The Home

Included in the weekly packet on the home, the students learn the vocabulary associated with rooms in a house and the differences between renting and owning an apartment or house. A sample of a rental agreement and contract of sale of a house are shown and explained.

As a class activity, the students use the real estate section of the newspaper to find both a rental apartment and a house. Real estate terminology and abbreviations used in newspaper advertisements are taught.

Transportation and Travel (TT) - Transportation and Common Signs

Methods of transportation are discussed. The procedures in applying for a state driver's license are explained. The students have an opportunity to read a map of the county in which the students reside.

For an individual assignment, each student is asked to find the street that he/she lives on, and to give directions on how to get to each residence by car.

The following are the additional activities completed in the classroom relating to the transportation theme:

1. Local bus and train schedules are distributed to each student and discussed.

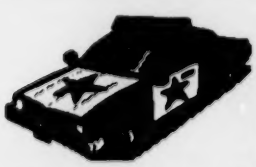
2. The students read several airline advertisements in the newspaper in order to learn about airline vocabulary.

The most common signs that are displayed in the community are explained. Examples of these signs are: entrance, exit, restrooms, express lane, fitting room, and handicapped parking. The students complete a matching exercise in order to practice these common signs.

The future tense of verbs is the grammar lesson incorporated within the story called: "Sashi and the President." The story is about a man who tells his ESOL classmates that the President and his wife will be coming to his house for dinner. There is a humorous surprise ending to the story.

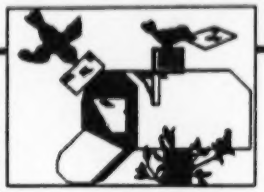
Homework is given this week on the future tense of verbs. Evaluation is based on a teacher-made quiz.

Government and Community (GC) - The Community



As an initiating activity on the community theme, a map is distributed to each student that shows the places and services offered in a typical community. Community vocabulary is placed on the board. At this time, questions are asked about the locations of the various community places and services. A community word search is completed in order to reinforce vocabulary. Topics studied in connection with the community theme are the home, the post office, the bank, the public library, the medical doctor and dentist, and the drugstore. The class visits the post office and the public library. For a fun activity, the class completes a 500-piece jigsaw puzzle that shows a picture of a community.

Government and Community (GC) - The Post Office



Post office vocabulary and services offered by the post office are discusses with the students. Actual post office forms are distributed to the students and explained. A simulated post office is created in the classroom. The students need to buy stamps, mail a letter by certified mail, mail a package, and pick up a package that is delivered to the post office, and complete a forwarding address card.

A field trip to the post office focuses on what events need to occur between the time a letter is put into the mailbox by the sender and opened by the receiver. The various areas of the post office are shown and explained.

As a language experience activity, the class writes about the field trip to the post office. A thank you letter is also written and sent to the post office tour guide.

GOVERNMENT AND COMMUNITY (GC) - The Bank

Banking vocabulary and services offered by banks are explained. Banking forms include sample checks and actual deposit and withdrawal slips used by a local bank are completed by each student. A simulated bank is created in the classroom. The students make a deposit, withdraw money, request a bank check, buy a U.S. savings bond, and set up a safe deposit box rental.

GOVERNMENT AND COMMUNITY (GC) - The Library

As an initiating activity on the library theme, a variety of materials which include books, magazines, cassette tapes, and videos are placed on a classroom table. The students are asked the following question:

> *"Without buying these objects, how can we get them for educational and entertainment purposes?*

The answer is that these objects can be borrowed from the public library.

A fact sheet published by the local library that describes the types of books published, the Dewey Decimal System, the services offered by the library, the hours of operation, and other pertinent information is explained. The students complete an actual library card application in the classroom.

The class goes on a field trip to the local public library. At the time of the visit, the

The class goes on a field trip to the local public library. At the time of the visit, the students are able to apply for a library card using the application that is completed in the classroom. In addition, the students are taught how to use the library computer to find the location of library materials within the library. In order to practice finding library materials, each student has the opportunity to use the library computer to choose a book of interest and then to find that book on the book shelf. The students do, in fact, borrow easy books written in English from the library.

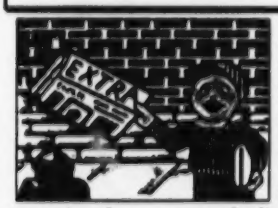
Grammar and language skills are taught within the context of the story, "Mr. Jones's Tickets." In order to pick up his shirts from the laundry, Mr. Jones needs to produce a claim ticket. However, he produces about ten claim tickets from other businesses before he finally produces the correct one. To add to the humor of the story, a police officer is giving Mr. Jones a ticket for parking near a fire hydrant.

The following are grammar and language skills that were taught in conjunction with "Mr. Jones's Tickets":

1. The use of the words: whose and who's
2. Possessive with names
3. Possessive with plurals
4. Possessive time-words (last week's newspaper, today's lesson)
5. Possession of things

Homework is given based on grammar and language skills taught this week. Evaluation for this week is based upon teacher observation of the students completing the activities performed in the simulated classroom "post office" and "bank," and being able to find a library book using the library computer system.

Government and Community (GC) - The Newspaper



During this week, each student receives a copy of the local newspaper for each of the five class meetings. Although various sections of the newspaper are used in conjunction with themes previously taught, all the newspaper sections are explained at this time. World, national, state, and local news terminology are defined. A matching exercise relating to these newspaper sections is completed. The students learn how to use the newspaper index to find the various sections. The weekend section of the newspaper is discussed in detail in order to expose the ESOL students to the entertainment activities that are available in the community during the weekend.

As a group activity, the students are divided into five groups. Each group reports on a article in a particular section of the newspaper. The reporters need to answer the following questions:

1. What is the name of the article?
2. Who is the author of the article?
3. Where was the article written?
4. What is the article about?

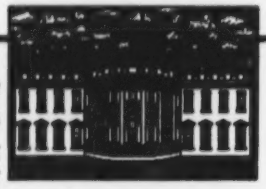
The articles come from the following sections of the newspaper:

1. Main
2. Local
3. Business
4. Living Today
5. Sports

The grammar portion of this week's lesson is taught in conjunction with the writing of the articles. For this week's homework, the students choose one newspaper article and write a short synopsis of the article. The article summary answers the questions, Who?, What?, Where?, When?, Why? and How?

Evaluation this week is based on questions on a newspaper article that the teacher gives to the students during class time.

Government and Community (GC) - The United States



Using commercially prepared textbook materials, the students are taught the overall history of the United States from the days of Christopher Columbus through the present time. Emphasis is placed on the democratic form of government of the United States of America. A summary of the week's lesson is given in the form of sample questions asked on the United States citizenship test.

In order to expose the ESOL students to the diversity of the United States and to practice listening, speaking, reading and writing in the English language, an individual student project is completed. Each student chooses a state in the United States to write about and orally presents to the class. The school library is utilized to gather information.

Employability and Careers (EC) - Job Search

As an initiating stimulus to the employment theme, pictures are shown of people in various occupations. Educational requirements and responsibilities associated with these occupations are explained. Student generated vocabulary is placed on the board. To complement the weekly theme packet that includes textbook exercises, the following activities are

that includes textbook exercises, the following activities are completed by the student:

1. Using the employment section of the local newspaper, the students find one employment opportunity for each of the following professions:

   a. Salesperson
   b. Nurse
   c. Truck Driver
   d. Teacher
   e. Domestic Worker
   f. Restaurant Worker

   The students work in teams and answer the following questions from the employment advertisements?

   a. What kind of job is it?
   b. What is the name of the company offering the job?
   c. What are the hours of the job?
   d. What is the salary offered?
   e. How do you apply for the job? (call, write, or visit)

2. The students complete a typical employment application.

One student uses the application as a model when applying for a job at a fast food restaurant. The student is offered a position at this restaurant. This is a perfect example of transference of learning from the classroom to the outside world.

Questions beginning with "why" and the several ways to answer "why" questions in the English language are taught in conjunction with this week's story. The story is about a man and a woman who work in the same company. The events that lead up to the man asking the woman to marry him are very humorous.

Homework is based on the different ways to answer "why" questions. Evaluation is based on a teacher-made test.

References:

Van Arsdall, Faye and Jane Hallock Combs. English: Your Second Language. Book 1. *Austin, TX: Steck Vaughn, 1981.*

DESCRIPTION OF THE C.I.T.E. INSTRUMENT NINE STYLE AREAS

Auditory Language

- This is the student who learns from hearing words spoken. He or she may vocalize or move his or her lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

Visual Language

- This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He or she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

Auditory Numerical

- This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his or her math book, for written materials are not important. He or she can probably work problems in his or her head, and may say numbers out loud when reading.

Visual Numerical

- This student must see numbers - on the board, in a book, or on a paper - in order to work with them. He or she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

Auditory-Visual-Kinesthetic Combination

- The A-V-K student learns best by experience - doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sound (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand or be able to concentrate or work unless totally involved. He or she seeks to handle, touch and work with what he or she is learning.

Individual Learner

- This student gets more work done alone. He or she thinks best and remembers more when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

Group Learner

- This student prefers to study with at least one other student, and will not get much done alone. He or she values others' opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

Oral Expressive

- This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

Written Expressive

- This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

Source: "Puzzled About Educating Special Needs Students?: A Handbook on Modifying Vocational Curricula for Handicapped Students", Wisconsin Vocational Studies Center, University of Wisconsin - Madison.

Learning Styles Instrument

The C.I.T.E. Learning Styles Instrument can assist classroom instructors and support personnel in determining a student's preferred learning style.

The instrument is divided into 3 main areas:

information gathering
work conditions
expressive preference

Information gathering includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic. Work conditions focus on whether a student works better alone or in a group. Expressiveness preference considers whether a student is more effective with oral or written communication.

Knowing information about learning styles can be useful when determining which assessment instruments are appropriate to use. It is also useful when developing an individual education plan in determining what classroom modifications will be necessary.

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From the Center for Innovative Teaching Experiences
C.I.T.E. Learning Styles Instrument

Babich, A.M., Burdine, P. Allbright, L., Randal, Pl.
Wichita Public Schools
Murdock Teacher Center

		Most Like Me			Least Like Me
1.	When I make things for my studies, I remember what I have learned better.	4	3	2	1
2.	Written assignments are easy for me to do.	4	3	2	1
3.	I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4.	I learn best when I study alone.	4	3	2	1
5.	Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6.	It's harder for me to do a written assignment than an oral one.	4	3	2	1
7.	When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8.	If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9.	I understand a math problem that is written down better than one I hear.	4	3	2	1
10.	I don't mind doing written assignments.	4	3	2	1
11.	I remember things I hear better than I read.	4	3	2	1
12.	I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13.	I would rather read a story than listen to it read.	4	3	2	1

14.	I feel like I talk smarter than I write.	4	3	2	1
15.	If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16.	I like to work in a group because I learn from the others in my group.	4	3	2	1
17.	Written math problems are easier for me to do than oral ones.	4	3	2	1
18.	Writing a spelling word several times helps me remember it better.	4	3	2	1
19.	I find it easier to remember what I heard than what I have read.	4	3	2	1
20.	It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21.	I like written directions better than spoken ones.	4	3	2	1
22.	If homework were oral, I would do it all.	4	3	2	1
23.	When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24.	I get more work done when I work with someone.	4	3	2	1
25.	Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26.	I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27.	The things I write on paper sound better than when I say them.	4	3	2	1

28.	I study best when no one is around to talk or listen to.	4	3	2	1
29.	I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30.	Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31.	When I have written math problem to do, I say it to myself to understand it better.	4	3	2	1
32.	I can learn more about a subject if I am with a small group of students.	4	3	2	1
33.	Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34.	I like to make things with my hands.	4	3	2	1
35.	I like tests that call for sentence completion or written answers.	4	3	2	1
36.	I understand more from a class discussion than from reading about a subject.	4	3	2	1
37.	I remember the spelling of a word better if I see it written down that if someone spells it out loud.	4	3	2	1
38.	Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39.	It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40.	I like to study with other people.	4	3	2	1

41.	When teachers say a number I really don't understand it until I see it written down.	4	3	2	1
42.	I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43.	Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44.	I do well on tests if they are about things I hear in class.	4	3	2	1
45.	I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. Learning Styles Instrument
Score Sheet

Visual Language	Social-Individual	Auditory Numerical
5 - _____	4 - _____	7 - _____
13 - _____	12 - _____	15 - _____
21 - _____	20 - _____	23 - _____
29 - _____	28 - _____	31 - _____
37 - _____	45 - _____	39 - _____
Total ___ x2 = ___ (Score)	Total ___ x2 = ___ (Score)	Total ___ x2 = ___ (Score)

Visual Numerical	Social-Group	Kinesthetic-Tactile
9 - ____	8 - ____	1 - ____
17 - ____	16 - ____	18 - ____
25 - ____	24 - ____	26 - ____
33 - ____	32 - ____	34 - ____
41 - ____	40 - ____	42 - ____
Total ___ x2 = ___ (Score)	Total ___ x2 = ___ (Score)	Total ___ x2 = ___ Score)

Auditory Language	Expressiveness Oral	Expressiveness-Written
3 - ____	6 - ____	2 - ____
11 - _____	14 - _____	10 - ____
19 - _____	22 - _____	27 - _____
36 - _____	30 - _____	35 - _____
44 - _____	38 - _____	43 - _____
Total ___ x2 = ___ (Score)	Total ___ x2 = ___ (Score)	Total ___ x2 = ___ (Score)

Score: 33 - 40 = Major Learning Style

20 - 32 = Minor Learning Style

5 - 20 = Negligible Use

RECERTIFICATION PROCESS FOR ADULT TEACHERS
ESOL ENDORSEMENT CLARIFICATION 11/1/91

- Teachers in Adult Education Programs who teach concurrently enrolled students for high school credit must obtain the ESOL endorsement under the same guidelines as K-12 teachers. However, other teachers of Adult Education are NOT required, by the META Consent Decree, to obtain an ESOL endorsement.

- According to School Board Policies #4003.2 and 4107.2, beginning July 1, 1991, full-time and part-time Adult ESOL teachers need to obtain ESOL endorsement, local or state,within three (3) years.

- Adult ESOL teachers with valid Florida certificates may use the Grandfather process and the ESOL courses or inservice points to obtain the endorsement.

- Only pre-approved courses and inservice components will fulfill the requirements for Florida State ESOL endorsement.

- The following Broward County inservice components have been approved for the Florida State ESOL endorsement:

Max. 60	51710500	Addressing the Needs of Language Minority Students
Max. 60	51703500	Cultural Awareness
Max. 60	51702500	ESOL Instruction
Max. 60	60283500	ESOL Strategies and Curriculum in Teaching and Evaluating Potentially English Proficient (PEP) Students (ITV course)
Max. 18	51711500	Issues and Strategies for Teaching PEP Students

- Part-time Adult ESOL teachers WITHOUT a valid professional Florida Certificate must obtain the LOCAL Broward County ESOL Endorsement by completing the Adult Education inservice plan, which consists of sixty (60) inservice points or one approved university course, within three (3) years.

- The Florida State numbers or the following component number may be used for part-time adult LOCAL Broward County ESOL endorsement, if the content of the inservice correlates to one of the state mandated ESOL components (Cultural Awareness, Methods, Curriculum, Evaluation)

  Max. 60 57001500 Adult and Community Education Staff Update

- All teachers new to Adult Education hired after July 1, 1991 in Broward county, must complete a ten (10) hour orientation program within six (6) months of employment. The first four (4) hours must be completed within a month of employment.

- The ten (10) hour orientation program may be used as part of the sixty (60) hour requirement for the part-time Adult Broward County ESOL endorsement.

For more information, you may contact:

Dr. Maria Koonce	765-6651
Sema Marowitz	765-2497

REMINDER

(Revised 06/09//94)

By June 30, 1994 all Adult English for Speakers of Other Languages (ESOL) teachers employed since July 1, 1991 must have an ESOL endorsement, either on their full-time or part-time certificate. (Board Policy #4107.2 enclosed)

The Board Policy specifies that Adult ESOL teachers must obtain an ESOL endorsement within three (3) years of employment.

English for Speakers of Other Languages (ESOL) endorsement for teachers of the Adult ESOL program could be obtained in any one of the following ways:

- K-12 MEITA plan
- Adult In-service-60 hours
- One English for Speakers of Other Languages (ESOL) university course-3 credits

Part-time teachers may apply for the local endorsement with Form #4515 (enclosed)

PART-TIME INSTRUCTIONAL PERSONNEL ASSIGNED TO TEACH IN THE ADULT AND COMMUNITY EDUCATION PROGRAM

INSTRUCTIONAL PERSONNEL WHO ARE EMPLOYED TO TEACH PART-TIME IN THE ADULT AND COMMUNITY EDUCATION PROGRAM SHALL BE EMPLOYED AS SCHOOL BOARD OF BROWARD COUNTY CERTIFICATED INSTRUCTIONAL PERSONNEL IN COMPLIANCE WITH SECTION 232.1725 (1)(b), FLORIDA STATUTES, AND SHALL BE GOVERNED BY THE CRITERIA SPECIFIED BELOW.

Authority: F.S. 230.22 (1)(2)
F.S. 232.1725 (1)(b)
Policy Adopted: 4/23/91

Rules

1. Each candidate for employment in a part-time instructional position in an adult education program shall meet minimum requirements for employment and shall have records maintained with such information in the Personnel Division or meet requirements as specified in Policy #4003.

2. Educational Training: Hold a bachelor's or higher degree with an undergraduate or graduate degree major in the area of assignment or hold a bachelor's or higher degree in another area with thirty (30) semester hours in courses related to the area of assignment. A 2.5 grade point average is required. The degree or college credit must have been completed at an accredited institution as specified in Rule 6A-4.003, FAC.

3. Preservice Training: Successful completion of three (3) hours of a ten (10) hour preservice training program within the first month of employment. The total program is to be completed within the first six (6) months of employment. Failure to provide documentation of these requirements to the Personnel, Policies, Government and Community Relations Division shall result in termination of employment. This provision governs part-time instructors hired to teach all adult and community education courses/programs effective July 1, 1991.

4. All Adult Education certificates are to be renewed every five (5) years. Requirements shall be the same as for full-time certificated instructional personnel.

5. Adult Basic Education:

   a. Appropriate certification for teaching basic skills courses includes elementary education, early childhood education, any secondary education subject or any exceptional student education certification.

   b. Beginning July 1, 1991, to teach English for Speakers of Other Languages (ESOL), acceptable certification subjects are English or any academic area with ESOL certification or endorsement (endorsement to be achieved within three (3) years), or completion of the district ESOL inservice plan.

      Part-time ESOL teachers who have taught a minimum of 1,800 hours within the past two (2) years and who complete the district's inservice plan may be eligible for endorsement.

      Part-time ESOL teachers with less than 1,800 hours shall participate in the local inservice plan.

6. Adult Handicapped (Exceptional Adult Basic Education)

   Certification coverage shall be appropriate for the specific adult program area.

7. Adult Secondary Education

   a. Teachers of adult high school (credit earning) courses shall be certificated according to the specific program area.

   b. Any academic certification coverage is appropriate to teach General Education Programs (GED) or General Education Diploma (GED) courses.

8. Lifelong Learning

   The above certification requirements are not applicable to lifelong learning courses.

Authority: F.S. 230.22 (1)(2)
F.S. 232.1725 (1)(b)
Rules Adopted: 4/23/91

#2a-4107.2

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ESOL TRAINING VERIFICATION FORM FOR THE BROWARD COUNTY ADULT ESOL ENDORSEMENT

If you are a part-time adult ESOL Teacher applying for the Broward County ESOL Endorsement, please complete the following:

APPLICANT

SS# _____

Name _____

Mailing Address _____
(Street)

_____
(City) (State) (Zip Code)

The above teacher completed the ESOL training of at least 60 inservice points or three semester hours in one or any combination of the following:

Adult & Community Education Staff Update
Methods of teaching English to Speakers of Other Languages
ESOL curriculum and materials development
Cross-cultural communication and understanding
Testing and evaluation of ESOL
Applied Linguistics

Training specified above was completed by one of the following methods:

1. Inservice Points: Number of points completed _____

Date completed _____
Month/Year

Printout must be attached

2. College Credit

_____ _____ _____
Course # Course Title

_____ _____ _____
Semester Hours Institution Date Completed

Transcript must be attached

Submit to: Dianne Gordon, Coordinator
Certification/Incentives Department
K.C. Wright Building
600 S.E. Third Avenue
Fort Lauderdale, Florida 33301

Form #4515 - 9/93